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ABSTRACT

On the basis of several surveys and a review of the literature, this report examines various aspects of student retention at Frederick Community College (FCC). Chapter I introduces the report with a summary of FCC enrollment data and a discussion of the characteristics of non-persisters nationwide. Chapter II focuses on course and college withdrawal, providing information on withdrawal rates in three periods (prior to the fourth week, between the ninth and twelfth weeks, and between the fifth and eighth weeks); schedule changes and course withdrawals; recommendations regarding schedule changes; and a profile of FCC dropouts based on an analysis of add-drop forms completed between fall 1981 and spring 1983 and a survey of students who withdrew during the fall 1981, spring 1982, or fall 1982 semesters. Chapter III investigates course efficiency patterns among the college's academic disciplines, assessing disciplines according to the percentage of students who passed courses with a grade of C or higher and those who received no grade or withdrew from the courses. In chapters IV and V, results are presented from a survey of the perceived educational and personal needs of students, and a survey of their evaluations of college programs and services. After chapter VI offers a series of recommendations, chapter VII provides an executive summary of major findings. Appendices include the survey instruments. (AYC)

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Retention and Attrition Of Students

A Status Report On Institutional Issues and Implications

FREDERICK COMMUNITY COLLEGE
FREDERICK, MARYLAND

OFFICE OF THE PRESIDENT
JULY, 1983

JC 840 365

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Retention and Attrition Of Students

A Report to the President on Institutional Issues and Implications

Submitted by:
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Frederick Community College
Frederick, Maryland

July 1, 1983

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AND
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Preface

The following report was commissioned by the President of the College in the Fall of 1982. Its purpose is to examine a topic called retention; to determine who leaves Frederick Community College, and why. As the report will show, retention appears to be one of those topics which touches every aspect of the Institution. It was probably just such a topic which led to to characterization of reports in general as: "efforts of steady perseverance through which the mind is dragged by necessity or resolution." This is a long document. As with any retention report, anything which the College did was fair game for examination. Because it is long, however, does not necessarily mean it has to be tedious. Granted, it will require that a certain amount of steady perseverance come into play. Yet, it is structured so that one is able to selectively choose the aspects of greatest interest at any particular reading.

The report is divided into five sections. It begins with an overall introduction and ends with a section of recommendations. Each section is then structured to present a statement of why it was included in the report, the procedure for gathering the information, analysis and reporting of the information, and finally, a section summary. In addition to the recommendations found in the appropriate section, one can also find them listed as they emerge on the basis of the data presented in each section. Finally, an executive summary is presented after the section of recommendations. As a summary, it provides an adequate overview and some selected highlights, but fails to serve as a true substitute for the original reading.

What follows is, essentially, a health check of Frederick Community College. It is brought on in part, perhaps, by economics, and in part by Institutional self-concern and concern for our students within the Community. While higher education has never been manacled to the smell of gain, economics has certainly been, and will continue to be, an implicit partner in its operation. Consequently, it seems to be an appropriate beginning point.

John C. Sheldon
Committee Chairman

INTRODUCTION

INTRODUCTION

Economics is magnifying and accentuating the concerns of higher education for its students. Easily available financial aid and extensive support of higher education by federal, state and local governments are diminishing. In 1980, the Carnegie Council on Higher Education reported "that the most dramatic feature of the next 20 years, as far as we know, is the prospect of declining enrollments." The tidal wave of students following the 1960's has been replaced by "the abrupt and substantial demographic decline in the number of young persons." As a consequence higher education is being forced to cope with two forces of change, each moving in the opposite direction; unparalleled growth in the number and size of institutions in the sixties, followed by a substantial decline in the number of college-age persons in the eighties. According to the Council, this has never happened before in American history (Carnegie Council, 1980).

Fife (1980) states that "few organizations, whether profit or nonprofit, service or product oriented, have failed to the degree that higher education has in recognizing that part of its survival is dependent on retaining current customers." We have in effect, ignored the business ethic that strives "to produce a product that costs a dime to make, a dollar to sell, and that is habit forming." Given that the growth in enrollment for many institutions has stopped, that habit forming concern is now awakening in education. As a result, the question of student retention is becoming dominant for many two and four year institutions. The need to define, understand, and where appropriate to remedy attrition and nonpersistence, is now critical.

Doing what is needed however, is another matter. Much of the potential profit from the experience of others is diluted by the fact that retention terminology is not universally agreed upon, by the fact that many institutions have neglected to address or report on the issue of retention, or by the fact that most research on retention is based upon four-year colleges and either implicitly or explicitly defines retention as 'on-time graduation' (within four or five years) from the institution of first choice. Consequently, one finds that the notion of retention may mean persistence to the completion of a degree or certificate, persistence to the completion of a program which is short of a degree certificate, persistence to the completion of a term or a course, or persistence to the attainment of a personal goal which does not include a degree or certificate.

The criterion of 'on-time graduation' as a measure of retention is unsuitable for community colleges in general. For many of these institutions the student body is weighted toward part-time status. Since part-time status accounts for any number of credits below twelve, the whole notion of what constitutes 'on-time' progress becomes more obscure. Furthermore, the criterion of 'graduation' is most appropriate for those students enrolled in career oriented programs, less appropriate for transfer oriented students, and least appropriate for the student who simply wishes to upgrade skills, or take a course of interest.

Even with these shortcomings, however, one cannot afford to ignore the research since it is both prodigious in volume and provocative, at times, in its findings.

Lenning, Sauer, and Beal (1980) divide retention studies into two types. The first is "aimed at uncovering the characteristics and attitudes that are common among students who persist and those who drop out." The second, focuses on "the practical application of retention strategies and their effectiveness in improving retention. One can also add a third type, those studies which focus primarily upon retention rates.

Retention rate studies differ according to the type of institution studies and the definition of retention that is employed. Cope and Hannah (1975) find that 40% of the students over the last 50 years graduate from their institution of first choice within the four year time span. Pantages and Creedon (1978) find that this number increases to 70% when the definition restrictions of "first choice institutions" and "on-time" are eliminated. Beal and Noel (1980) also find graduation rates to increase when time restrictions are modified and type of institution is taken into account. They report five year B.A. graduation rates to vary from 53% at four-year public institutions to 63% at four year private, secular institutions. For two -year colleges, the average rate of graduation three years after entry was 61% for private and 42% for public institutions.

A retention report issued by the Maryland State Board of Higher Education (1932) cites similar types of statistics. According to the report, students movements throughout the entire

Maryland public system are characterized by such a large degree of diversity that what is now typical of students, is the atypical paths they choose to take toward completion of their academic program. "By the fourth year only 45% of the freshmen class of 1977 had been continuously enrolled at the campus they originally entered." When one allows the implicit criteria of "on-time" and "institution of first choice" to be eliminated from the above finding, the retention rate rises to 62%. As a result, if the progress patterns of the class of 1977 within Maryland public colleges is typical not only of national rates (as the State Board claims) but of what can be expected within the state as well, one finds that 38% of the students who enroll at a given institution will not graduate, 17% will graduate from another institution or at a later date, and only 45% will graduate from the institution of first choice on-time.

While the above holds true for most students, it does vary slightly depending upon race, sex, and ability. Through the second, third, and fourth years, retention rates for white students are substantially higher than for black students (13% average difference.) In addition, women in general show slightly lower retention rates (3%) but progress toward degree completion at a slightly higher rate. Black women show no real retention differences from black men.

As of April of 1983, no data was available to compare retention rates within Maryland Community Colleges in general or with specific institutions.

Frederick Community College
Enrollment Data

Total enrollment figures over the past five years obtained from the Office of Institutional Research appear to show both a substantial yearly increase as well as a relatively stable retention rate between semesters. Generally, the College demonstrates growth regardless of whether one compares 1) total population from the fall of one year to the fall of the next year, 2) population from the spring of one year to the spring of the following year, or 3) population from the spring of any given year to the fall semester of the following year. (Appendix A, Tables 1-5) Subsequently on three of the four possible enrollment "yardsticks" the College shows no indication of suffering from enrollment problems which appear to hamper many of our institutional counterparts nationwide.

The fourth possible "yardstick" one might use in analyzing enrollment patterns is to examine what is known as mid-year figures, or the difference between number of enrollees following the completion of fall semester in any given year and the onset of the next spring semester. Analysis of the data listed in Appendix A provides that opportunity. Generally such data indicates that the College suffers from a minimal loss in total enrollment during the fall semester of any particular academic year, an average of only 3.1% fail to re-enroll during the subsequent spring semester. Or simply put another way is that the College retains an average of approximately 97% of its enrollees from fall to spring semester of any given year.

Unfortunately, total enrollment figures by themselves fail to differentiate between new and returning students and as a result, one is unable to accurately assess student flow throughout the institution. A more critical concern therefore might revolve around the notion of what happens to students after they first enter Frederick Community College. What percentage of new full-time students persist through one or more subsequent semesters? Are entering students likely to persist and eventually complete their educational goals?

Data obtained from the Admissions Office for the fall "classes" of 1981 and 1982 are presented in Table I.1. As can be seen, 40.7% of those 1,201 students who were new to the College in the Fall of 1981 failed to register for the following semester (Spring 1982). Of these, only 5.1% ([illegible]) students were considered as "stop-outs" or those students who do not register every semester, but who choose to take classes intermittently. Of the 1,201 new students during Fall 1981, only 426 (35.4%) returned for the Fall 1982 semester. In other words, 64.6% of new students to the College were not on campus one year later.

Table I.1

New Student Enrollment Patterns for Fall Classes 1981 and 1982*

	Fall 1981 N/%	Fall 1982 N/%
Enter: Fall	1201	1305
Spring Drop Out	428(35.63)	Not Available
Spring Stop Out	62(5.16)	Not Available
Continue One Semester	711(59.20)	778(59.61)
Continue Two Semesters	426(35.47)	Not Available
Drop Out After One Year	775(64.52)	Not Available

* Prior Data Not Available

Reports concerning students who are new to the College in Fall 1982 are showing similar results. Of the 1,305 new, first time enrollees in Fall of 82, only 778 (59.6) re-enrolled for the following semester (Spring 83), a withdrawal rate of 40.4%. During the period of Fall 1981 to Spring 1983, 2,506 students enrolled for the first time at Frederick Community College. If the data from the 1981-82 academic year is indicative of a trend, we can expect to lose, or have lost, 1,628 of them.

National Characteristics of Persisters and Non-Persisters

A review of the national literature yields a number of characteristics which are used by a variety of institutions to assist them in early identification of the non-persister. They include among others, such variables as:

1. previous academic background
2. educational aspirations of family and students
3. educational attainment of parents
4. financial need and sources of aid utilized
5. degree of student/institution congruence
6. scope and prestige of college attended

Corcoran (1981) states that the very mission of the community college leave is "ripe for student attrition". Open door admissions policies, liberal drop-add policies and shorter time frames required for the completion of a certificate or degree contribute heavily toward lower retention rates. Kamens (1971) also sees mission and size to be of importance. Generally he finds larger colleges and universities to be more successful in holding students, perhaps because they offer both greater opportunities to meet individual needs as well as on-campus housing for students. Conversely, according to Lightfield (1975), community colleges are more susceptible to attrition than four-year institutions since they provide easy access to courses for purposes of skill building and refinement and/or pursuit of special interests.

Heller (1982) found educational aspirations as well as general satisfaction with college to be of importance in determining those who will persist. Her research suggests that nonpersisters are more likely to have lower educational aspirations and to be less satisfied with either the quality of their relationships with other students or the quality of their overall academic performance. Persisters, on the other hand, are more satisfied and more likely to perceive greater accessibility to faculty and college personnel.

For Lucas (1980) age, finances and mode of registration contribute to early warning signals for non-persistence. His survey of 1,288 students at Hawaii University showed that non-persisters tended to be younger, eligible for refunds upon withdrawing, and to have registered by phone. In one respect, amount of personal contact with the institution was minimized for a sub-population which characteristically shows greater need for personalized contact and involvement.

The Maryland State Board report, previously cited, shows some relationship between persistence and demographic factors such as sex and race. However, such relationships are not consistently reported in national literature. According to Lenning et. al. while both men and women, whether older or younger, drop out for different reasons, they tend to drop out at about the same rate. Collins (1980) agrees, Bergman and Stager (1980) do not. While Collins sees no relationship between sex and race and attrition, Bergman and Stager cite evidence to indicate that females show greater representation among dropouts.

Powell (1974) suggests that some students drop out because of feelings of not belonging. His research finds that non-persisters seek a more personalized experience with the college— an experience that can be heightened by increasing the availability of extra- curricular activities as well as the quantity and quality of student/ faculty contact. Such needs are multiplied for the student who is at college for the first time and who represents the first generation of a family to attend college. Kester (1980) in a review of a massive California retention study finds that drop- out prone students are more likely to have a diminished sense of the importance of college. Furthermore, these students are less likely to receive parental encouragement for their plans and to lack stabilized, well developed goals of what they hope to achieve through the college experience.

Finally, academic indices such as high school records, standardized scores, academic aptitude and study skills show a consistent relationship to student retention. While the research of Collins does not support such relationships, it is consistently specified or alluded to by students as one of the reasons for their departure.

While national data gives us some indication of the reasons for college attrition, it is well to remember the caveat expressed earlier. Such data is the product of a variety of types of institutions, using various definitions of retention and attrition, and research models. As a result, the identification of the potential drop out for a specific institution, while having been enlightened somewhat, remains a difficult task. In addition to being accounted for by a number of other secondary factors not mentioned in this report, it is accounted for as a result of the interaction between the particular student and the specific institution. Students goals and commitments are continually modified or reinforced so that, according to Noel (1978), college student retention is a specific, individual campus wide responsibility which starts with the pervasive attitude that the college exists to serve the individual student and is subsequently followed by the needed research.

COURSE
AND
COLLEGE
WITHDRAWAL

II COURSE AND COLLEGE WITHDRAWAL

According to Friedlander (1981), community college students nationwide are dropping their classes at alarming rates. While the rates vary according to type and size of institution, the range extends from as low as 20% to as high as 60%. The result is a substantial financial loss to the institution (as well as a somewhat "diminished reputation as a provider of educational services to the community"), and a loss to the students in terms of inefficient use of invested time and frustrated goals (Friedlander, p.3). A straight forward question regarding student attrition and its concerns produces a somewhat more complex answer. National studies such as those cited by Sheldon and Hunter (1980); Matley (1978); and Larkin (1977); indicate that the seven most frequently cited reasons for students dropping courses are, in descending order of importance; job conflicts, inadequate preparation for a particular course, dislike of the class, excessive assignments, lack of motivation, personal illness, and dislike of the instructional process. Apparently the major reason for dropping from a course is one over which many colleges have no control. However, national statistics are also indicating that non-instructional reasons such as transportation problems, family illnesses, and change in personal plans account for less than 25% of the reasons cited by students for dropping their courses.

Six of the top seven reasons previously cited suggest that a sizable percentage of students withdraw from classes because of instructionally related reasons. In addition to those cited, other reasons include; fear of receiving less than a passing grade, irrelevant course objectives, inadequate prerequisite instruction for the level of course work encountered, dissatisfaction with the course content and, or, the manner of its presentation and failure to keep up with course assignments. The extent to which a particular reason or series of reasons is invoked by a particular student for withdrawing from a course, however, is dependent upon a number of factors. As a result, the only valid mechanism for identifying which factors are in operation at any institution during any given period is an intra-institutional analysis of course withdrawal patterns over some period of time. Such an analysis was undertaken as part of this report.

Why do students at Frederick Community College drop their courses? Do reasons stated for dropping approximate those cited in national studies? Are there differences in course attrition rates that can be attributed to student status? Is course attrition a consistent phenomena throughout any given semester? The focus on course attrition within the retention study attempted to answer these and other questions by examining drop-add forms filed with the Records Office during the Fall 1981 through the Spring 1983 semesters. Twenty-two hundred (2,200) forms were processed as part of that analysis.

Schedule changes were categorized according to the time that they occurred within a given semester. Subsequently those changes which occurred up to, and including, the fourth week of a semester are categorized by a "period one" designation; those changes occurring during the fifth to eighth week by a "period two" designation; and those occurring during the ninth to twelfth week by a "period three" designation.

The results are reported according to the frequency of schedule changes. That is, the period showing the greatest number of schedule changes is reported first, while the period reflecting the least amount is analyzed last. The summary section regarding course withdrawals then, reflects an overview of all three periods combined as well as the highlighting of particular findings previously noted.

Period One Findings

Of the 2,200 students sampled, 1,461 effected a schedule change of some type during the first four weeks of any given semester. Sixty-one percent (61%) of these students were females while 39% were males. No differences were found in relation to student status. Part-time students (50.6%) were as likely as full-time students (49.4%) to undergo class changes during this period.

What effect does a students' schedule change during this period have on both the student and the College? For the most part the effects are somewhat diffused (Table II.1). While slightly more than 1 in 4 students (26.7%) will decrease their credit load, an equal number will feel no effect. That is, 27.3% will add as many credits as they drop during this time.

For some, however, the effects are terminal in an educational sense. Fourteen percent (14%) of those students who modify their schedule during this time will drop out of college entirely. For others, the change represents either a revised educational direction or a decision to increase the amount of effort they are willing to put into achieving their goals. Approximately thirteen percent (12.7%) of the students will change majors during this time while 19% will increase their academic load.

Table II.1

Effects of Period 1
Schedule Changes

EFFECT	N	PERCENT	CUMULATIVE PERCENT
Change Major	186	12.7	12.7
Increase Load	279	19.1	31.8
Decrease Load	390	26.7	58.5
No Change	399	27.3	85.8
Total Withdrawal	207	14.2	100.0
Total	1461	100.0	

For the most part, the number of courses actually dropped or added is small (Table II.2). Almost 80% of the adjustments entail one course.

Table II.2

Courses Affected by
Schedule Modifications

EFFECT	N	PERCENT	CUMULATIVE PERCENT
One	985	79.7	79.7
Two	155	12.5	92.2
Three	50	4.0	96.3
Four	31	2.5	98.8
Five or More	15	1.2	100.0
Total	1236	100.0	

Why are students most likely to modify their schedules up to and during the first four weeks of the semester? Table II.3 attempts to itemize those reasons. For many of the students we have no answer to this question. Forty-three percent (43%) of those who modify their schedule are permitted to do so without stating any reason. Consequently, it is difficult to determine whether the modifications are done as a result of some action on the part of the College or because of some reason for which the College has no control.

For the other 57%, however, the reasons are more explicit. Twenty-nine percent (29%) adjust their schedules because of conflicts of some type or because the class was cancelled. Eighteen percent (18%) of these students change their schedule either because some conflict with their schedule or because of a cancellation; reasons over which the College does have some control.

Eleven percent (11%), or 167 of the 1,461 students modify their schedule because of dissatisfactions of some type; whether instructor, content, academic progress or other related. Of this group, only 3.5% do so because of dissatisfactions which can be linked to either the course or the instructor. Interestingly, changes in students goals account for as much course turnover as do various sources of dissatisfaction (11.4% vs 11.7%)

Finally, finances appear to account for an almost negligible effect upon schedule changes during this period. Less than 1% of those studied indicated the fact that they never received aid or couldn't maintain aid as the reason for modifying their classes.

Table II.3

Reasons for Period One
Schedule Change

REASON	N	PERCENT	CUMULATIVE PERCENT
Schedule Conflict	127	8.7	8.7
Job Conflict	129	8.8	17.5
Outside Conflict	32	2.2	19.7
Class Conflict	135	9.2	29.0
Personal	61	4.2	33.2
Dissat w/Instructor	8	.5	33.7
Dissat w/Course	44	3.0	36.7
Dissat w/Progress	47	3.2	39.9
Other Dissat	68	4.7	44.6
Never Got Aid	4	.3	44.9
Couldn't Maintain Aid	1	.1	44.9
Vet Related	1	.1	45.0
Goals Changed	171	11.7	56.7
None Stated	632	43.3	100.0
Total	1460	100.0	

Period Three Findings

The second greatest flurry of schedule changes occurs within the last four weeks of the drop period. For the sample under study, 542 students processed a schedule change during this time.

Again, more females (57.7%) than males (42.3%) modified their schedule in some way.

Schedule changes during this period however, do show some differences when compared to changes made during the first four weeks. These differences occur in relation to the reason for, as well as the effect of, the modifications (Table II.4).

Table II.4

Reasons for Period Three
Schedule Changes

REASON	N	FREQUENCY PERIOD 1/PERIOD 3	PERIOD 3 CUMULATIVE PERCENT
Schedule Conflict	24	8.7/4.4	4.4
Job Conflict	74	8.8/13.7	18.1
Outside Conflict	40	2.2/7/4	25.5
Class Cancelled	6	9.1/1.1	26.6
Personal	55	4.2/10.2	36.8
Dissat W/Instructor	11	.5/2.0	38.8
Dissat W/Course	18	3.0/3.3	42.1
Other Dissat	24	4.7/4.4	56.9
Never Got Aid	1	.3/.2	57.1
Vet Related	1	.1/.2	57.3
Goals Changed	27	11.7/5.0	62.3
None Stated	204	43.3/37.7	100.0
Total	541	100.0	

First, students are less likely to modify their schedule during this period because of changing goals than they were during the first four weeks of the semesters. Almost 12% of those modifications during the first four weeks are attributed by students to this particular reason. This drops to 5% during this later period (p<.001).

Second, students are more likely to cite dissatisfaction of some type as the reason for changing their schedule. Specifically, dissatisfactions during this period are cited by students almost twice as much as was done previously. While there is some increase in the dissatisfaction with instructors, personal dissatisfaction with their academic progress accounts for much of the reason and rises from 3.2 to 10.4% ($p<.001$).

Third, less than 1% of the students continue to cite finances as a reason for undergoing schedule changes. While costs associated with college attendance are a source of concern to students, we are seeing that they apparently hold little weight among those factors which contribute to adding or dropping courses.

Fourth, job conflicts and other outside conflicts have increased appreciably for students during this period. Twenty-one percent (21%) of the students now cite them as a reason for schedule changes ($p<.001$). Understandably, schedule conflicts and class cancellation impacts diminish.

The effect of the schedule change is different from the first four to the last four weeks of the drop-add period (Table II.5). The first four weeks showed effects which were rather diffuse. A large number of students appeared to trade courses (add one for every one dropped), to change their program, and to either increase or decrease their load. At that point, the departure rate from the College was approximately 14% or 207 out of 1,461 students.

Table II.5

Effect of Period Three
Schedule Changes

EFFECT	N	PERCENT	CUMULATIVE PERCENT
Change Major	11	2.0	2.0
Increase Load	22	4.1	6.1
Decrease Load	330	60.9	67.0
No Change	30	5.5	72.5
Complete Withdrawal	149	27.5	100.0
Total	542	100.0	

During the last four weeks of the drop-add period, however, the percentage effect is more concentrated even though the actual numbers are somewhat smaller. At this point almost 28% drop out entirely and 61% decrease their course load. By the eighth to the 12th week of the semester, course trading and increases in academic load are minimal. Eighty-nine percent (89%) of those who change their schedule are experiencing the effects of inefficiency in their academic progress. Since most of them (76%) modify their courses without any advising, evidenced by the fact that the drop form is not signed by a staff member, the chance for the College to reactively intervene are negligible.

Period Two Findings

The least amount of schedule change occurs during the middle, or fifth to eighth week, of the drop-add period. Of the 2,200 cases studied, only 197 fall into this time frame. Again, more females (60.4%) than males (39.6%) process schedule changes, while no differences are evidenced regarding student status (50.8% part-time /49.2% full-time). Polarization in both the reason for, and the effects of, the changes begins to occur here.

More students begin to either decrease (55.8%) their load or drop-out entirely (26.9%) while job and outside conflicts emerge full-blown (Table II.6, 7). As with the other two periods, almost three-fourths (70%) of the students drop their courses without any staff contact prior to doing so.

Table II.6

Effects of Period Two Schedule Changes

EFFECT	N	PERCENT	CUMULATIVE PERCENT
Changed Major	1	.5	.5
Increase Load	10	5.1	5.6
Decrease Load	110	55.8	61.4
No Change	23	11.7	73.1
Complete Withdrawal	53	26.9	100.0
Total	197	100.0	

Table II.7

Reasons for Period Two Schedule Changes

REASON	N	PERCENT	CUMULATIVE PERCENT
Schedule Conflict	11	5.6	5.6
Job Conflict	31	15.7	21.3
Outside Conflict	11	5.6	26.9
Class Cancelled	2	1.0	27.9
Personal	23	11.7	39.6
Dissat W/Instructor	5	2.5	42.1
Dissat W/Course	8	4.1	46.2
Dissat W/Progress	15	7.6	53.8
Other Dissat	10	5.1	58.9
Goals Changed	10	5.1	64.0
None Stated	71	36.0	100.0
Total	197	100.0	

Overview and Summary of Schedule Changes and Course Withdrawals

Given the differences previously cited for the periods under study, how might one categorize the overall schedule change and course withdrawal pattern at Frederick Community College?

Demographically, we find that while females are more likely than males overall to file some type of schedule change, there are no statistically significant differences regarding sex during a given time frame in the drop-add period. Females are no more likely than males to file a change during any particular four week period (Appendix B, Table 1).

The quantity of schedule changes throughout a semester shows some degree of fluctuation. Two-thirds of all the changes processed during any given semester occur up to, and including, the fourth week of the semester. Schedule changes taper off considerably during the second four-week period and then increase appreciably during the final four weeks (Appendix B, Table 2).

Overall, part-time students are just as likely to undertake schedule changes as are full-time students. The effect of these changes is to allow 56.3% of the students to either decrease their credit load to some extent (usually by 3 credits), or to drop out of the College entirely (Appendix B, Tables 3, 4). For almost 70% of the students overall these changes are made without any advisor approval.

According to the data there are no statistically significant differences regarding student status and the period in the semester when the schedule change is made. Full-time students are as likely to alter their schedule during any of the four week periods as are part-time students.

There is some interaction though, between student status and period in which the change occurs on the effect of the change. Full-time students are more likely to reduce credit loads during the eighth to twelfth week of the semester while part-time students are more likely to do so prior to and including the first four weeks ($p<.001$) (Table II.8).

Table II.8

Effect of Student Status
and Period on Credit Decreases

	FULL-TIME N/%	PART-TIME N/%
Period One (1-4 wks)	211(41.9)	179(54.7)
Period Two (5-8 wks)	68(13.5)	42(12.8)
Period Three (9-12 wks)	224(44.5)	106(32.4)
Total	503(99.9)	327(99.9)

$x^2 = 14.28$, 2D.F. $p<.001$

Why students change their schedules and subsequently drop courses is somewhat more complex. Overall the primary reasons center around factors that are conflict oriented. Approximately 35% of these reasons deal with job conflicts, personal conflicts, etc. Only 13% of those students in the study cited dissatisfaction with instructor or the nature of the course, etc. as reasons for change. The highest single source of student dissatisfaction appears to concern itself with the degree of progress made in the course. However, even this type of dissatisfaction accounts for only 5% of the movement overall (Appendix B, Table 5).

Are the reasons cited by students for schedule changes consistent throughout the semester or do they vary? Data in the study suggests that they vary from period to period. Table II.9 provides an overview of that variation.

Table II.9

Influence of Time on Reasons for Schedule Changes

Reason	Period One ($\leq$ 1-4 wks) N/%	Period Two (5 - 8 wks) N/%	Period Three (9 - 12 wks) N/%
Schedule Conflict	127(78.4)	11(6.8)	24(14.8)
Job Conflict	129(55.1)	31(13.2)	74(31.6)
Outside Conflict	32(38.6)	11(13.3)	40(48.2)
Class Cancellations	135(94.4)	2(1.4)	6(4.2)
Personal Conflicts	61(43.9)	23(16.5)	55(39.6)
Dissat w/Instructor	8(33.3)	5(20.8)	11(45.8)
Dissat w/Course	44(62.9)	8(11.4)	14(25.7)
Dissat w/Progress	47(39.8)	15(12.7)	56(47.5)
Other Dissat	68(66.7)	10(9.8)	24(23.5)
Never Got Aid	4(80.0)	0(0)	1(20.0)
Vet Related	1(50.0)	0(0)	1(50.0)
Goals Changed	171(82.2)	10(4.8)	27(13.0)
No Reason Stated	632(69.7)	71(7.8)	204(22.5)

$x^2 = 219.07$, 26D.F. $p<.001$

Table II.10, presents the data in a somewhat different fashion. It reveals that up to and including the fourth week of the semester, students are most likely to attribute schedule alterations to changes in their personal goals. During the fifth to eighth weeks of the semester, personal goals diminish in influence and are replaced by personal and job related conflicts. Finally, during the last four weeks of the drop-add period, personal and job related conflicts continue to influence students changes but students dissatisfaction with their academic progress now helps to affect what actions they will take ($p<.001$).

Table II.10

Period Comparisons of Reasons for Change

REASON	PERIOD ONE (≤ 1-4 wks) N/%	PERIOD TWO (5 - 8 wks) N/%	PERIOD THREE (9 - 12 wks) N/%
Schedule Conflict	127(8.7)	11(5.6)	24(4.4)
Job Conflict	129(8.8)	31(15.7)	74(13.7)
Outside Conflict	32(2.2)	11(5.6)	40(7.4)
Class Cancellations	135(9.2)	2(1.0)	6(1.1)
Personal Conflicts	61(4.2)	23(11.7)	55(10.2)
Dissat w/Instructor	8(.5)	5(2.5)	11(2.0)
Dissat w/Course	44(3.0)	8(4.1)	18(3.3)
Dissat w/Progress	47(3.2)	15(7.6)	56(10.4)
Other Dissat	68(4.7)	10(5.1)	24(4.4)
Never Got Aid	4(.3)	0(.0)	1(.2)
Vet Related	1(.1)	0(0)	1(.2)
Goals Changed	171(11.7)	10(5.1)	27(5.0)
No Reason Stated	632(43.3)	71(36.0)	204(37.7)
Total	1460(100.)	197(100.)	541(100.)

$x^2 = 219.07$, 2D.F. $p < .001$

Reasons for schedule changes are also influenced by student status (Table II.11). Full-time students are most likely to alter schedules because their goals change, because of schedule conflicts and because of job conflicts, in that order. Part-time students on the other hand attribute job conflicts as the primary reason for changes followed by personal conflicts and class cancellations (p<.001). Table 6 in Appendix B provides a summary of the influences of sex and student status on students reasons for changes.

Table II.11

Influence of Student Status
On Reasons for Change

REASON	FULL-TIME STATUS N/%	PART-TIME STATUS N/%
Schedule Conflict	92(8.3)	70(6.4)
Job Conflict	79(7.2)	155(14.2)
Outside Conflict	30(2.7)	53(4.8)
Class Conflict	63(5.7)	80(7.3)
Personal Conflict	42(3.8)	97(8.9)
Dissat w/Instructor	11(1.0)	13(1.2)
Dissat w/Course	36(3.3)	34(3.1)
Dissat w/Progress	67(6.1)	51(4.7)
Other Dissat	55(5.0)	47(4.3)
Never Got Aid	2(.2)	3(.3)
Vet Related	1(.1)	1(.1)
Goals Changed	113(10.2)	95(8.7)
No Reason Stated	512(46.4)	395(36.1)
Total	1103(100.)	1095(100.)

$x^2 = 76.67$, 13 D.F. $p = < .001$

Table II.12 presents an overview of the effect of students schedule changes. Contrary to the popular notion that students in general change their major on the average of three times during their academic career, major changes at Frederick Community College occur somewhat infrequently. Over half of the changes represent attempts by students to decrease their academic load or to leave the College entirely. This effect appears most acute as early as the fifth week of a given semester.

Table II.12

Overall Effects of Schedule Changes on Academic Load

EFFECT	N	PERCENT	CUMULATIVE PERCENT
Change Major	198	9.0	9.0
Increase Load	311	14.1	23.1
Decrease Load	830	37.7	60.9
No Change	452	20.5	81.4
Total Withdrawal	409	18.6	100.0
Total	2200	100.0	

The number of courses dropped or added by students shows less variation (Table II.13). Almost 80% of those cases studied involve the alternation of only one course. Very rarely (7.5%) do students drop three or more courses.

Table II.13

Number of Courses in Schedule Changes

NUMBER	N	PERCENT	CUMULATIVE PERCENT
One	1756	79.8	79.8
Two	277	12.6	92.4
Three	84	3.8	96.2
Four	57	2.6	98.9
Five or More	24	1.1	100.0
Total	2197	100.0	

Recommendations Regarding Schedule Changes

Based upon the data presented in this section, there appear to be certain actions which the College can implement in order to deal more efficiently and effectively with schedule changes and those who drop out of courses.

1. Revise the current drop-add form so that reasons for course withdrawal are stated in a checklist fashion. Implement procedures which insure that complete information is provided by students at the time the drop-add form is processed.
2. Examine the feasibility of requiring that all drop-add forms, which indicate a decrease in credit, be signed by a staff member prior to processing.
3. Increase student awareness of course demands and potential for conflict with job and outside interests. Consider the establishment of work/credit hour ratios and enforcement of credit restrictions for higher risk students (i.e., students employed for an excessive number of hours weekly).
4. Decrease the quantity of class additions and cancellations submitted by Division Chairpersons. Eliminate schedule errors that are avoidable by more accurate planning and proofing prior to schedule publication.
5. Examine the possibility of adopting a class schedule format which allows schedule construction for a two semester period (e.g., Fall and Spring).
6. Mandate advisor conferences for all students, full and part-time who are dropping all classes during any given semester.

THE DROPOUT

The second portion of this section focuses exclusively on students who withdraw from the College. The data presented was gathered from an analysis of drop-add forms over a four semester period (Fall 1981 to Spring 1983), and from a survey of students identified through the computer as having withdrawn sometime during the Fall 1981, Spring 1982 or Fall 1982 semesters.

A total of 670 students are contained in both analyses; 409 as a result of examining drop-add forms and 261 as a result of a survey mailed to 750 students during the Spring 1983 semester (35% return rate). While the data is limited enough so that a conclusive picture of the drop-out is difficult to obtain, it is extensive enough to further our understanding of the reasons behind students withdrawing and to offer some suggestions for coping with it.

ANALYSIS I:

Drop Form Results

The results from the drop-add forms, (N=409) tells us that a greater percentage of those who withdraw from the College completely are female (65%). Drop-out patterns reflect schedule change patterns. Slightly over one-half (50.6%) of the students who withdrew did so during, or prior to, the first four weeks of the semester. The second largest number withdrew during the ninth to twelfth weeks (Table II.14).

Table II.14

Drop Out Patterns
By Period

PERIOD	N	PERCENT	CUMULATIVE PERCENT
First (Prior to 4 weeks)	207	50.6	50.6
Second (5-8 weeks)	53	13.0	63.6
Third (9-12 weeks)	149	36.4	100.0
Total	409	100.0	

The majority of those who drop-out appear to be part-time students (82.4%). Of the 409 cases, only 72 indicated full-time status. The number of courses they drop varies, but cluster around one or two (Table II.14).

Table II.15

Number of Courses Dropped
by Withdrawing Student

NUMBER	FREQUENCY	PERCENT	CUMULATIVE PERCENT
One	269	65.2	65.2
Two	59	14.7	79.9
Three	25	6.2	86.1
Four	39	9.7	95.8
Five or More	17	4.2	100.0
Total	409	100.0	

Table II.16 begins to address why students drop out. Since the results are part of the overall effort to understand the nature of schedule changes and credit decreases, the reader will recognize a similarity between this table and others presented in previous sections. Efforts will be made later to compare these reasons to the reasons obtained from the mailing survey.

Why students drop-out depends on a number of factors. The single largest factor relates to "personal" reasons such as illnesses, family concerns, etc., while the most infrequently cited reason is the fact that they "never got aid." Class cancellations, scheduling, and job or outside conflicts constitute the largest group of reasons for dropping out (57.9%). Dissatisfactions of some type, on the other hand, make up the group which is cited the second most frequently. Interestingly, for this sample in the study, "changing goals" account for very little movement away from the College.

Table II.16

Reasons for Students Withdrawing from College

REASON	N	PERCENT	CUMULATIVE PERCENT
Schedule Conflict	15	3.7	3.7
Job Conflict	76	18.6	22.2
Outside Conflict	37	9.0	31.3
Class Cancelled	12	2.9	34.2
Personal	97	23.7	57.9
Dissat w/Instructor	9	2.2	60.1
Dissat w/Course	15	3.7	63.8
Dissat w/Progress	13	3.2	67.0
Other Dissat	20	4.9	71.9
Never Got Aid	3	.7	72.6
Goals Changed	16	3.9	76.5
None Stated	96	23.5	100.0
Total	409	100.0	

ANALYSIS II: Survey Results

The results from the survey mailed to students who withdrew from the College during the Fall 1981 to Fall 1983 semesters corroborate some of the data previously reported in Analysis I. Again we find an over-representation of females.

Sixty-three percent (63%) of all the students who withdrew from the College during the period under study were females. Consequently, the survey results show a higher representation of females (69%) than males (31%).

Results from the survey also give some idea of age and major distributions among those who drop-out (Table II.17). Seventy percent (70%) of the respondents who did not return were non-traditional aged students; students over 21 years old. Academic majors at the College feeling the strongest effect of the drop-out are those which are career oriented. Effects upon the other majors are fairly evenly distributed between General Studies/Undecided and the Arts and Sciences (e.g. History, Literature, Philosophy) (Table II.18).

Table II.17

Age of Students
Who Withdraw

AGE	N	FREQUENCY %	CUMULATIVE %
Svnteen and less	1	.4	.4
Eighteen to twenty-one	76	29.1	29.5
Twenty-two to thirty	73	27.8	57.3
Thirty-one to forty	78	30.0	87.2
Forty-one and above	33	12.8	100.0
Total	261	100.0	

Table II.18

Choice of Major for
Students Who Withdraw

MAJOR	FREQUENCY	PERCENT	CUMULATIVE PERCENT
General/Undecided	79	30.4	30.4
Arts and Sciences	73	27.8	58.1
Career	109	41.9	100.0
Total	261	100.0	

Very few of the students in the survey who withdrew from the College were full time students. This would support the data obtained earlier in Analysis I. Over half of them were registered for less than five credits (Table II.19). In addition, the decision to leave apparently came early in the student's academic career. Almost 50% of those who left did so after completing one to six credits (Table II.20).

Table II.19

Credits Attempted at
Time of Withdrawal

CREDITS ATTEMPTED	N	PERCENT
None	57	21.7
One to five	136	52.2
Six to eleven	33	12.8
Twelve or more	35	13.3
Total	261	100.0

Table II.20

Cumulative Credits Earned
Prior to Withdrawing

CREDITS EARNED	N	PERCENT
None	45	17.2
One to six	130	49.8
Seven to fifteen	53	20.3
Sixteen to thirty	23	8.8
Over thirty	10	4.0
Total	261	100.0

Lack of academic progress does not appear to have been a problem for the majority of those who dropped-out. Tables II.21 and II.22, and Appendix B, Table 7 indicate that these students generally earned the number of credits they attempted. While this may be true of the majority, however, the reader is cautioned not to lose sight of the fact that a sizable percentage were not making satisfactory progress. Twenty-six percent (26%) of these students would probably have experienced some type of academic difficulty had they continued their study at their present rate of achievement (Appendix B, Table 8).

Table II.21

Cumulative Credits
Attempted and Earned

NUMBER OF CREDITS	ATTEMPTED N/%	EARNED N/%
None	38(14.5)	* 45(17.2)
One to six	128(48.9)	*130(49.8)
Seven to fifteen	59(22.9)	53(20.3)
Sixteen to thirty	25(9.3)	23(8.7)
Over thirty	11(4.4)	10(4.0)
Total	261(100.0)	261(100.0)

* Excess credits earned due to credits by transfer.

Table II.22

Cumulative G.P.A.

G.P.A.	N	PERCENT
Less than 1.0	80	30.5
1.0 - 1.9	26	10.2
2.0 - 2.9	42	15.9
3.0 - 4.0	113	43.4
Total	261	100.0

Table II.23 presents grouped reasons given by students for withdrawing. The interested reader can identify specific reasons for any group using tables through 6 in Appendix B. A shortened listing of major specific reasons is listed in Table II.24 below.

Are these reasons compatible with those obtained from the drop- add forms? At this point can we begin to develop a profile of reasons for the student who withdraws from the College? To some extent, we can.

Both analyses point to the fact that a large number of students do not return because of personal reasons. These include, but are not limited to family, health, and or marriage related issues; issues over which the College may have little or no control. Contrary to the national statistics, very few of our students withdraw because of some dissatisfaction with either the course content or the quality of the course. When dissatisfactions do occur, they appear to be concerned in part, with lack of academic progress and in frustration to some limited academic aspects (See Section V).

Table II.23

Survey Response: Combined Reasons for Withdrawing

Reasons	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Miscellaneous	104(39.7)	37(14.1)	118(45.2)
Problems w/ Choice of Courses	52(20.0)	27(10.5)	182(69.5)
Achieved/Changed Goals	51(19.6)	38(14.7)	172(65.7)
Financial Reasons	34(13.0)	29(11.2)	198(75.9)
Problems w/ Design of Courses	26(10.0)	31(11.7)	204(78.3)
Poor Support Services	19(7.2)	20(7.6)	241(85.2)
Problems w/ Course Content	18(7.1)	32(12.4)	211(80.6)
Poor Quality of Instruction	16(6.2)	32(12.3)	213(81.5)

N = 261

Both analyses point to the fact that many of our students withdraw because of job and outside conflicts. It is not uncommon for them to attempt to do too much in too short of a time span. Data from other sections would support the hypothesis that a number of students simply over-extend themselves. Efforts on the part of the College in assisting them to reevaluate expectations and commitments would probably be useful here.

A number of our students do withdraw because of scheduling problems. In some cases we are not offering them what they want, or at a time when it is convenient to them. While the drop forms give some indication of this, it is more readily seen as a result of the survey. In addition, there is some evidence that class corrections, cancellations, etc. are having an adverse effect on course retention.

Many of the students withdrew for a very legitimate reasons: either the College had met their goals, their goals changed, or they simply transferred to continue their education elsewhere. Again, this is borne out primarily from results obtained from survey data.

Table II.24

Individual Reasons Showing
Strong Influence on Withdrawal Rate

Rank	Percent	Reason
1	(20.4)	Personal Reasons
2	(17.7)	Job Conflicts
3	(14.9)	Courses Offered at Inconvenient Time
4	(13.8)	Courses Wanted Are Not Offered
5	(13.0)	Lost Interest In Education
6	(12.6)	Need to Divert Finances to Other Areas
7	(12.3)	Needs Are Better Served Elsewhere
8	(11.8)	Temporarily Burned Out
9	(10.6)	Goals Were Not Met By The College
10	(9.8)	Transferred to Another College

N = 261

Finances will always be a source of contention for most students. Money problems do not appear to account for a disproportionately high attrition rate, but they are a constant issue for many students while on campus (See Section V).

Finally, a profile would indicate that the student who drops out is more likely to be female, over 21, with few accumulated credits. Her academic progress is satisfactory. At the time of withdrawing she is probably registered as a part-time student. Future plans indicate that she is very likely to continue her education. Fifty-two percent (52%) of the respondents to the survey indicated plans to return to the College at some later date, while 30% will go elsewhere.

ACADEMIC
DISCIPLINE
EFFICIENCY
RATES

III ACADEMIC DISCIPLINE EFFICIENCY RATES

Larkin (1977) suggests that the retention of students is related, in part, to course efficiency. Efficiency applied to the academic setting might be defined in one fashion as the ratio of successful course completions to initial course enrollments. One could reasonably assume that students who are successful in their academic coursework will continue that work until their individual goals are achieved. Those who are unsuccessful will not continue. Course successes subsequently are related to potential success of students. The greater the number of students passing a course in a given discipline, the higher the overall efficiency of that same discipline.

Inefficiency on the other hand, according to Larkin, is defined as the percentage of non- successes in a particular course or discipline compared to the percentage of successes. "Non- success" is determined simply by the number of students who fail to achieve a satisfactory grade at the completion of the course. Courses or disciplines which show a high percentage of unsuccessful grades imply that the energy put into the course by students was inefficient or unsuccessful. Unsuccessful efforts on the part of students, or effort that is unrewarded, is not sustained over any prolonged period of time. Consequently, the likelihood is increased that students will drop out.

During the Spring of 1983, a study was conducted to examine efficiency patterns for students at the College and to identify those areas showing high course efficiency and inefficiency rates. For purposes of the study, efficiency or success was defined as the completion of a course with a grade of C or higher. A student was determined to be unsuccessful in the course if he or she received a grade of D, F, W, or NG. A grade of NG (or "no grade") is given to those students who withdraw from a course in which they have registered prior to the end of the first two weeks of the semester. A grade of W (or "withdrew") is given to those students who withdraw from a course after the second week of classes but prior to the tenth week. The study examined all grades given in all courses offered at the College over the past three semesters (Fall 1981, Spring 1982, Fall 1983).

A summary for those students receiving no grade (NG) for each of the disciplines is presented in Appendix C, Table 1 at the College. On the average, 14% of the students who enroll for a course in a given discipline withdraw prior to the end of the second week of the semester. For some disciplines the percentage is lower while for others it is appreciably higher (Tables III.1, III.2).

Table III.1

Disciplines With High
"No Grade" Percentages

Discipline	Percent of NG
Political Science	24%
Recreation	24%
Prep. Chemistry	23%
Geography	24%
Secretarial Science	22%
English	21%

Table III.2

Disciplines With Low 'No Grade' Percentages

Discipline	Percent of NG
Agriculture	8%
Aviation	9%
Dental Assisting	9%
Criminal Justice	11%
History/Human Services	12%

An average of 8% of the students withdraw from courses in a given discipline between the second and tenth week of the semester and receive a "W" grade. Table 2 in Appendix C presents a summary of W grades for each of the disciplines during that period. The percentage is listed within the box opposite the discipline title. The cumulative percentage of NG and W grades is then presented to the right of the box.

Those disciplines which show higher percentages (above the 8% College average) of W grades are shown in Table III.3.

Table III.3

Disciplines With High withdrawal Percentages

Discipline	Percent of W Grades
Mathematics	15%
Prep. Chemistry	15%
Philosophy	14%
Languages	14%
Developmental English	13%

When the number of NG (no grade) and W (withdrew) grades are combined however, the percentage of students who originally enroll in, but fail to complete a course increases appreciably. An average of 22% of our students who enrolled in a course during the past three semesters withdrew prior to the tenth week of any given semester. Again, an examination of the summary table (Appendix C, Table 2) shows wide discrepancies among disciplines. Some of the disciplines which show a much higher non-completion rate than the College average over the three semesters are listed in Table III.4.

Table III.4

Disciplines Showing High
Non-Completion Rates (NG/W)

Discipline	Non-Completion Rates
Prep. Chemistry	38%
Mathematics	35%
Recreation	34%
English	32%
Chemistry	32%
Political Science	31%
Developmental English	30%
Languages	30%

Those disciplines showing higher completion rates than the College average are listed in Table III.5.

Table III.5

Disciplines Showing High
Completion Rates

Discipline	Completion Rates
Aviation	90%
Agriculture	89%
Nursing	85%
Criminal Justice	82%
History/Park Management/ Dental Assisting	81%

Table 3 in Appendix C attempts to look at four sources of course inefficiency; W, NG, D, and F grades. The assumption underlying these indicators is that they reflect inefficient effort on the part of students because they point to a final product which is unsatisfactory in nature (D, or F grades) or because they reflect non-completion of efforts to achieve a goal (NG, and W grades). The average percentage of D and F grades given for a particular discipline over the three semester period are noted in the box to the right of the discipline name. The total inefficiency rate/percentage which includes all W, NG, D, and F grades over three semesters is listed directly opposite the box.

Based upon the data, an average of 35% of the students who enroll in courses in a given discipline at the College fail to successfully complete the course sixteen weeks later. Ten percent (10%) receive D or F grades, while an additional 25% withdraw sometime prior to the tenth week. For some disciplines, the unsuccessful completion rate reaches 50% while for others it's as low as 12%. An example of some of the disciplines which show high and low successful completion rates are listed in Tables III.6 and III.7 below.

Table III.6

Disciplines Showing Low
Efficiency Rates

Discipline	Percent of D/F Grades	Total Unsuccessful Completion Rate
Prep. Chemistry	19%	57%
Mathematics	15%	50%
Drama	14%	44%
Developmental English	12%	44%
Education	20%	43%
Languages	12%	42%
Philosophy	11%	41%

Table III.7

Disciplines Showing High
Efficiency Rates

Discipline	Percent of D/F Grades	Total Successful Completion Rate
Aviation	2%	88%
Agriculture	7%	82%
Nursing	4%	81%
Human Services	2%	80%

Summary

As Larkin points out, there are several possible contributing factors to the variance course efficiency rates found among the disciplines rates. These often include, but are not limited to, lack of sufficient student background, variations in high course standards, problems associated with the academic support system, weaknesses in the instructional delivery system, poor student motivation, etc.. Consequently, pointing to the single cause of course inefficiency is a difficult task.

After reviewing the data the reader should be mindful that "perfect efficiency is not necessarily good if it is achieved through low academic standards." However, inflated inefficiency rates may be of concern to an institution. The data is included here to draw attention to the fact that there are inflated rates of unsuccessful completion among some disciplines, that some of these rates are disproportionately high when compared to the College average, and that inefficiency rates do vary according to faculty status (full vs. part-time). A review of the previous three semesters indicate that part-time faculty show much higher incidences of student inefficiency rates than do full-time faculty.

As a result the College might:

1. Isolate specific courses showing high percentages of NG, W, D, and F grades.
2. research possible contributing factors for the incidence of high inefficiency percentages in given disciplines.
3. analyze those factors which contribute to the disproportionate inefficiency rate between part and full-time faculty.

STUDENT NEEDS

IV STUDENT NEEDS

If retention of students is to be college priority, then efforts at increasing the number of students who remain on campus might take into account the nature of students' needs. Extenuating circumstances not withstanding, one might assume that individuals will utilize those resources which have the most immediate and direct potential for meeting their needs at any given time. The task then, becomes, to identify what those needs are and to assess the extent to which they are or are not being satisfied.

Much is known about what students in the traditional college-age (18-21) need. thanks to the work of researchers like Chickering (1969), Coons (1974), Erikson (1968), Havinghurst (1952), and others. We now understand that college students face a period in their lives when they are required to achieve some sense of intellectual, physical and interpersonal competence, to develop a sense of emotional independence from parents or other caretakers, to show an increased ability to manage their individual emotions, to develop a capacity for intimacy with others, and to develop some sense of personal direction.

Students in other age groups also appear to share these same concerns. The primary difference here is in the fact that the concerns do not gererally arise all at once, and in the fact that older students bring a much wider background of experiences with them. Consequently the emotional component is less acute, and has some basis of comparison. These concerns do appear however, to give rise to renewed needs to develop different job related competencies; to expand intellectual horizons or personal dimensions which appear limiting; to renew ones sense of self; to re-examine personal values; to develop hobbies, or quite simply to escape life's routines for an hour or two a day.

Do the needs of students at Frederick Community College differ with those of students at the national level? If so, in what respects? Where do students at the college need the most help? In what areas do they need the least? Do these needs coincide with the services offered by the College? In an attempt to answer these questions a comprehensive needs analysis was undertaken at the College during the Spring 1983 semester. The results of that study are reported below.

Design

The Adult Learner Needs Assessment survey is an instrument designed by the American College Testing program (A.C.T.) whose purpose is to explore the perceived educational and personal needs of students enrolled at institutions of higher education. Comprehensive in nature, it contains a number of demographic back- ground items as well as items requesting information concerning the educational plans and preferences of students, reasons for educational decisions, class preferences, and occupational plans. In addition, the survey lists the personal and educational needs from areas like Life Skills Development, Career Development, Educational Planning, and Association with others. For each potential need, the participants in the study were asked to indicate the degree to which he/she required help in the area (see Appendix D).

Participants in the study were 449 students enrolled at the College during the 1983 Spring semester. Evenly distributed regarding sex and age, participants were predominantly white, and were residents of the County. Sixty-two percent (277) of the participants were currently employed, and of these, 72% were employed part-time in areas categorized as professional/technical, clerical, or sales. Approximately half of the sample was single (49%), while 40% were married, and 11% were listed as divorced, separated, or widowed. Slightly over half of the participants (52%) had obtained a high school degree, or its equivalent, while 44% had attended college or received some type of college degree. Seventy-five percent (75%) had attended the College the previous semester and 90% of all the participants expressed current plans for continuing their education. When asked about reasons contributing to their decision to continue their education; those reasons most often cited as "major" included, in ranking order:

1. To become better educated and informed—62%
2. To obtain a higher degree—51%
3. To meet job requirements and improve job skills/to improve income—49%

Reasons for continuing which were least frequently cited as being "major" included, in ranking order:

1. To meet new people--6.7%
2. To learn to solve personal/community problems—7.3%
3. To obtain or maintain a certification—25.2%

A comprehensive table of reasons for attending is listed in Appendix D, Table 1, in addition to a comparison of rankings for participants based upon sex and age.

Participants in the study cited a number of mechanisms for financing their college education. As can be expected, a large percentage of them rely on personal earnings, other family income, or personal and family savings. Other than social security benefits, which would also be expected, participants were least likely to rely on non-student loans from banks, scholarships of any kind, and funds from relatives. In addition, 70% did not consider student bank loans such as (N.D.S.L., G.S.L.), etc. as a viable source of funding for their education (Appendix D, Table 2). Results of the study regarding student's actual needs and preferences are listed below and are divided into two parts; academic preferences as they relate to course format and scheduling, and individual needs relating to areas such as Life Skills Development, Career Development, Educational Planning, and Associations with others. An overall needs summary is provided in Appendix D, Table 3.

Academic Preferences

Students' academic preferences were measured in relation to the following variables:

1. Enrollment status preference
2. Preferred class meeting times
3. Frequency of class meeting times
4. Type of class format preferred
5. Location of classes

Generally the data indicate no particular desire on behalf of students to change their existing status. Of possible interest is the fact that strong preferences for evening classes were shown regardless of the age of the participant, while noon hour and afternoon class times were the least desired. In addition, only 1% of the participants sampled expressed any preferences for the scheduling of weekend classes (Table IV.1).

Table IV.1

Class Schedule Preferences
Of Students

Group	Morning Classes N/%	Noon-Hour Classes N/%	Afternoon Classes N/%	Evening Classes N/%	Wkend Classes N/%
Males	20(10.9)	4(2.2)	9(4.9)	119(64.7)	5(2.7)
Females	41(15.6)	6(2.3)	9(3.4)	143(54.4)	0
Traditional Aged	45(22.5)	10(5.0)	13(6.5)	85(42.5)	1(0.5)
Non-Traditional Aged	15(6.0)	5(2.0)	10(4.0)	177(71.9)	1(2.0)

When asked how frequently classes should meet and at what locations, 45% of the respondents indicated preference for meeting once a week, while 37% indicated meeting twice per week. Differences were even more pronounced when respondents age was considered. Sixty-three percent of the non-traditional aged student (over 21) expressed an interest for once a week meetings as compared with 58% of the traditonal aged students (Table IV.2).

Table IV.2

Frequency of Class Meetings

	Once Weekly N/%	Twice Weekly N/%	3-4 Times Weekly N/%	5+ Times Weekly N/%	Misc. N/%
Males	91(49.5)	66(35.9)	4(2.2)	0	23(12.4)
Females	110(41.8)	102(38.8)	5(1.9)	0	46(17.5)
Traditional Age	50(25.0)	116(58.0)	7(3.5)	0	27(13.5)
Non-Traditional Age	152(61.7)	51(20.7)	2(.8)	0	54(15.6)

Seventy percent (70%) of the students expressed some preference regarding location of classes. If given a choice, these students generally (64%) select on-campus locations as opposed to classes held off-campus in community facilities. In addition, students at the College show a marked preference for class formats which reflect a rather traditional approach to coursework. Given a choice of formats among options such as lecture, small group discussion, independent study, laboratory, private tutor, correspondence, or other, students' preferences reflect what they have come to know best. Only twenty percent (20%) of those who indicated any format preference selected a format which differed from the lecture and/or small group approach. For the majority of the participants, these long established formats appeared to hold the most attraction (Table IV.3).

Table IV.3

Preferences for Class Formats

	Lecture N/%	Small Group N/%	Indep. Study N/%	Lab N/%	Tutor N/%	Correspond. N/%
Males	54(29.3)	46(25.0)	15(8.2)	27(14.7)	3(1.6)	0
Females	96(36.5)	64(24.3)	26(9.9)	21(8.0)	0	1(.4)
Traditional Age	55(27.5)	57(28.5)	24(12.0)	25(12.5)	0	0
Non-Traditional Age	93(37.8)	53(21.5)	17(6.9)	23(9.3)	3(1.2)	1(.5)

INDIVIDUAL NEEDS

The Individual Needs section is presented in a cumulative fashion. First, ranked needs are examined for each of the four areas in which the needs were assessed. Then, in the summary section, the needs are ranked again, regardless of the area to which they originally belonged. The reader is reminded that summary rankings will differ from area rankings but that each will provide valuable information. For those who are most interested in overall needs of students in the College, the summary ranking will provide the most easily accessible information. Area ranking of needs are provided however, for the reader who is more interested in that dimension of the data.

Life Skills Needs

The Life Skills Development section of the questionnaire is geared primarily toward identifying those needs of students which bear the most direct consequences to their daily functioning both within and outside of the academic environment. As such, it incorporates items as "the need to improve reading, writing and speaking skills, the need to manage one's time more effectively, the need to learn how to take tests and improve study habits, the need to budget money more wisely and the need for help with more effective use of leisure time" (Appendix D, Items 1-18).

Findings

Table IV.4 presents the data for this section. Essentially the respondents are indicating much higher needs for help with items which are more academic than personal in nature. As a group, they cite needs to increase math, writing, reading speed and study skills while expressing little or no need for help with setting life goals, learning on their own, understanding their rights as a consumer, or learning how to maintain their physical or mental health.

Table IV.4

Ranking of Life Skills Needs

Overall Rank	Category Rank	Needs
1	1.	Increasing skills in math
2	2.	Improving writing skills
4	3.	Improving Study Skills and Habits
5	4.	Increasing Reading Speed
6	5.	Developing Speaking Ability
7	6.	Learning How to take Tests
17	7.	Developing Self Confidence
18	8.	Improving Reading Comprehension
25	9.	Learning How to Manage Time
27	10.	Learning How to Handle Pressure
28	11.	Learning How to Budget Finances
31	12.	Setting Goals
32	13.	Learning How to Make Better Decisions
33	14.	Understanding My Rights and Responsibilities as a Consumer
34	15.	Learning How to Maintain Physical/ Emotional Health
36	16.	Learning How to Use Leisure Time
42	17.	Becoming More Independent
35	18.	Learning Effectively Without Instruction

In addition Table IV.5 indicates that these needs show only limited fluctuation among selected student populations.

Table IV.5

Student Sub-Groups
Ranking of Life Skills Needs

Need	Category Rank	Males Rank	Females Rank	18-21 Rank	21 Over Rank	Part-time Rank	Nite S. Rank	Plan to Cont.Ed. Rank
Incr. Math Skills	1	4	1	4	1	2	1	1
Writing Skills	2	1	3	1	3	1	2	2
Incr. Study Skills	3	3	6	2	5	5	6	7
Incr. Read. Speed	4	2	5	5	4	4	5	4
Incr. Speak Ability	5	5	2	6	2	3	3	3
Learn Test Take Skills	6	6	4	3	6	4	6	5
Devel.Self-Confid.	7	8	7	8	8	8	8	8
Incr. Reading Comp.	8	7	8	7	7	7	7	6
Learn Manage Time	9	9	10	9	10	10	9	9
Learn Handle Pressure	10	10	9	10	9	9	10	10

Career Development Needs

Career Development needs are those areas which relate to student's abilities to market the education acquired within the College. Both general and specific in nature, they incorporate items 19 through 31 on the questionnaire and include very practical concerns such as learning how to develop a resume, learning more about training requirements for jobs of interest, and identifying personal occupational strengths and weaknesses.

Findings

The career development needs of our current population appear to be substantial. While Table IV.6 indicates a ranking of needs in this area only, the reader should be alerted to the fact that when students needs are considered in general, 11 of the top 20 come from this area.

Table IV.6

Ranking of Career Development Needs

Overall Rank	Category Rank	Needs
3	1.	Learning about career area job opportunities
8	2.	Learning about training requirements of jobs
9	3.	Learning how to develop a resume
10	4.	Learning about jobs available near home
11	5.	Learning about the income potential of jobs
13	6.	Acquiring some job experience in a new area
14	7.	Learning how to find job openings
15	8.	Identifying career areas which meet my skills
16	9.	Learning how to interview for a job
19	10.	Learning where to get necessary training
20	11.	Obtaining part-time work in interest areas
21	12.	Talking with employees in my interest area
29	13.	Identifying personal strengths and abilities

Table IV.7 shows some fluctuation among the subgroups of students when comparisons are made regarding these five needs. All students, regardless of sex, or student status acutely feel the need to be able to more clearly define what types of job obpotunities exist for them in their career field, as well as the related training requirements. Students who are more established, (21 and over), identify a stronger need to learn more about jobs that are close to home than do other groups of students.

Logistics associated with the job hunt are also important to our students when compared to needs identified in other needs areas. However, when compared to career related information such as salary levels, income potentials, etc., they are of somewhat lesser importance. Again all students, regardless of category, rank these needs in the lower categories.

Table IV.7

Student Sub-Groups
Ranking of Career Development Needs

Need	Category Rank	Males Rank	Females Rank	18-21 Rank	21-over Rank	Part Time Rank	Nite Stud. Rank	Plan Cont. Rank
Learn Career Job Oppor.	1	1	1	1	1	1	1	1
Learn Job Require.	2	2	2	2	2	2	2	2
Resume Construction	3	6	6	6	4	6	5	5
Learn Jobs Near Home	4	5	5	5	3	5	3	4
Learn Income Potentials	5	10	4	7	5	4	4	6
Get New Job Experience	6	3	9	4	10	9	6	7
How To Find Job Openings	7	8	7	8	8	8	7	8
Match Skills of Jobs	8	9	10	10	9	10	9	10
Learn Interview Skills	9	7	8	9	7	7	8	9
Learn Training Oppor.	10	4	3	3	6	3	10	3

Educational Planning Needs

Educational Planning needs refer to those areas which are associated with the logistical aspects of being a student. Understanding financial aid procedures, how to use the Learning Resource Center, transfer of credits, etc., contributes appreciably to the success of learning experience. Items 32 through 48 attempt to assess the extent of students' needs in these and other related areas.

Findings

Items falling within this category show considerable differences in importance to students. While "obtaining advice about educational plans, learning about entrance requirements of academic programs, and understanding how to transfer prior credits" are all expressed needs, very little additional help is needed in areas regarding "access to proper offices, learning how to get around on campus and learning more about enrollment procedures." The reader should keep in mind that while the data presented in Table IV.8 rank expressed needs for this area, these needs are rather dispersed when considering those of other categories. Attention should be paid to the fact, however, that the need to obtain competent advice ranks very high in importance among our students and is supported in part by the excessive number of schedule changes processed during any given semester.

Table IV.8

Ranking of Educational Planning Needs

Overall Rank	Category Rank	Needs
12	1.	Obtaining advice about educational plans
22	2.	Learning about educational entrance requirements
23	3.	Learning how totransfer prior credits
24	4.	Selecting an educational program
26	5.	Learning about alternative avenues to obtaining credit
30	6.	Learning more about financial aid
37	7.	Learning about graduation requirements
40	8.	Learning more effecient use of library facilities

The data for student subgroups reported in Table IV.9 support many of the expectations arrived at from practical experience with our students. "Requiring additional help with identifying non- traditional sources of credit " (e.g., CLEP, job experience) ranks only fifth in importance for students in this section. It is however, seen as being of primary importance for older students and for males. In addition this need assumes increased importance for the part-time student. Theoretically it is these students who face greater time pressures to complete their academic work and who subsequently are faced with the greater need for doing so.

Students who fall into the 18-21 year age group are more interested in information associated with continuing their education. The need to understand how credits are transferred, where the money for transfer will come from and where they are headed, in an educational sense, occupy positions which reflect their strongest concerns.

Interestingly, students express little need for assistance regarding how to negotiate some of the aspects of our system. Advice about how to register, what requirements must be fulfilled to graduate, and how to use our Learning Resource Center rank rather low both within this area and when compared to needs overall. In addition, very little interest is expressed in acquiring advice about non-credit courses.

Table IV.9

Student Sub-Group
Ranking of Educational Needs

Need	Cat. Rank	Males Rank	Females Rank	18-21 Rank	21-over Rank	Part-Time Rank	Nite Stud. Rank	Plan Cont. Rank
Advice About Ed. Plans	1	1	1	3	2	1	1	1
Advice Ed. Entrance Req.	2	6	2	7	3	3	4	3
How to Transfer Credits	3	3	3	1	5	4	3	2
Selecting Ed. Program	4	5	5	4	4	5	5	6
Alternative Credit Ave.	5	2	4	5	1	2	2	4
Advice about Aid	6	4	6	2	7	7	6	5
Graduation Req. Info.	7	7	7	6	6	6	7	7
Advice re: library Use	8	8	8	8	8	8	8	8
Advice about Regist.	9	9	9	9	10	9	9	9
Advice re: non-credit Courses	10	10	10	10	9	10	10	10

Associations With Others Needs

The final section of the Adult Needs Survey focuses upon the concept of associations with others. The items, numbered 49 through 66 attempt to assess some of those psychological needs which, when satisfied, lend a richness to the overall life experiences of the individual student. The items cover an area which is primarily interpersonal in nature and include attempts to determine students' needs for help in "dealing with people who think and feel differently, learning how to make more and closer friends, and learning how to communicate better with instructors."

Findings

Generally, needs of this type occupy areas of lesser concerns to our students. Less than 10% of the respondents indicate having any substantial need for assistance in many of them.

Therefore, for the sake of brevity, the interested reader is referred to the ranking listed in Appendix D, Table IV.4.

Summary of Adult Needs Assessment

The Adult Needs Assessment provides the College with an in-depth look at both primary and secondary concerns of its students. The results of the Assessment are informative to the extent that they allow the College to compare and contrast current efforts in relation to students expressed needs. In addition, the Assessment provides some quantifiable measure for directing future actions on the part of the College in the areas of student support services, developmental and academic classes, and professional staffing. Generally, the results of the Assessment support the evidence cited in the introduction of the Student Needs section. One finds, in fact, that the students at the College are concerned about issues such as developing a sense of identity, acquiring compentence, and establishing some direction in their lives. One also finds however, that these needs do not assume equal importance and, if examined more closely, show a very distinct ranking in degree of concern. The main concerns of students at the College focus upon acquiring some sense of intellectual competence. Students rank the development of math, writing, and study skills among those areas where they need the most immediate help. In addition, our students appear to be extremely concerned with establishing some sense of vocational direction. Needs such as "learning about local job opportunities, learning about entrance requirements and income potentials of jobs, acquiring job experience, and understanding the mechanics of the job interview process" occupy very high rankings in relation to other needs (Table IV.10).

Table IV.10

Most Needed by Students

Overall Rank	Need
1.	Increasing math skills
2.	Improving writing skills
3.	Learning about job opportunities
4.	Improving study skills
5.	Increasing reading speed
6.	Developing speaking ability
7.	Learning how to take tests
8.	Learning about job requirements
9.	Learning how to develop a resume
10.	Learning about local jobs

Surprisingly, very few of the College's students cite special needs relating to the development of social competence or to the establishment of some sense of personal identity. "Learning how to make closer friends, how to improve personal appearance, how to cope with marital problems, or how to related to a wider variety of people" are among the least frequently cited needs. In addition, logistical needs such as "child care services, assistance with using the library, obtaining access to College offies, and learning about graduation requirements" occupy low priority for many of the students (Tables IV.11 and IV.12).

Table IV.11

Least Needed by Students

Rank	Need
1.	Learning about other races
2.	Coping with marital problems
3.	Learning how to relate to younger students
4.	Help in getting along with co-workers
5.	Obtaining child care services
6.	Learning how to get around the campus
7.	Securing transportation to and from campus
8.	Help with being single parent
9.	Dealing with divorce
10.	Obtaining services for a handicap

Table IV.12

Some Surprising "Non-Needs"

	"Non-Needs"
*	Learning about non-credit courses
*	Understanding personal values
*	Learning how to work with an academic advisor
*	Learning about graduation requirements
*	Help in arranging class schedules with no conflicts
*	Learning how to communicate with instructors
*	Help with using the Library
*	Obtaining access to College offices
*	Help with making new or closer friends
*	Help with becoming more independent

Perhaps the most cutstanding finding focuses upon the concern for occupational understanding, identification and placement. Particular attention should be given to both the number of these needs, and their location in relation to other needs when examining the summary ranking found in Appendix D. Also, when reviewing the ranking, the reader might attempt to identify those departments of the College traditionally charged with meeting those needs.

STUDENT EVALUATION OF SERVICES

V STUDENT EVALUATION OF COLLEGE SERVICES

Many college administrators know very little about how students actually feel regarding their educational experiences, what they expect upon entering college, or how their experiences match their expectations (Educational Testing Service, 1982). For some institutions this informational gap is larger than for others. Consequently, programs, procedures, and activities which are well suited to a college population in one year may not be as appropriate three or four years later. While perceptive faculty and staff members frequently sense such information as it occurs, oftentimes it remains too isolated for anyone to take appropriate action with any degree of confidence. It seems logical that the retention of students is directly affected by the type and quality of services delivered by an institution. Institutions which are able to meet the needs of their students survive. Those which cannot, do not.

In the Spring 1983 semester a questionnaire was administered to 501 students with at least one prior semester at the College. The focus of the study was to determine the extent to which student needs at the College are being met as well as the extent to which students are satisfied or dissatisfied with their educational experience.

The instrument which was used was developed by the Educational Testing Service and is appropriately titled Student Reactions To College (Appendix E). The instrument was chosen because of some very distinctive features. First, it emphasizes those areas where direct, immediate action can be taken by the College, if needed. Second, the results are fairly straightforward and are understandable to staff members and students without the need for interpretation by statistician or research methodologists. Finally, the wording of the items is simple and direct and reflects the phrasing suggestions of college students as well as educational researchers.

Participants in the study showed a favorable mix regarding a number of important demographic variables. Forty-three percent (43%) of the respondents were enrolled in classes which met primarily at night while 51% were enrolled during the day. Fifty-two percent (52%) of those sampled were over twenty-one while 41% were traditional aged students 18-21. Like the student body in general at the College, most of the participants in the study were employed (35% full-time, 33% part-time, 25% not employed). A somewhat smaller percentage were enrolled for evening (40%) than for day classes (52%). Student status was almost exactly distributed (45% part-time/48% full-time) and the majority were enrolled in a degree or certificate oriented program. A further breakdown of demographic statistics is available in Appendix E, Tables 1-4.

The primary area of the survey is concerned with the process of instruction as it's experienced by the students. The difficulty of the courses, their appropriateness in relation to student goals, satisfaction with teaching procedures, and faculty relations with students are among the issues related to instruction included in the questionnaire. Other areas include student goals and their educational occupational decisions, administrative affairs of the College, and finally an area which attempts to determine the extent of students' satisfactions with their out-of-class activities. The results are reported in the following sections. Each section is clearly marked and because it is self-contained, enables the reader to easily focus on the section of most interest without having missed prior relevant information.

INSTRUCTION

Quality of Instruction attempts to describe students perceptions of how instructors at the College are functioning. Effort is made to determine the extent to which courses are geared to students abilities, the relationship seen between course content and homework, and the extent to which our students find their courses to be interesting and germane to their needs.

Faculty at the College get high marks from students in a variety of "quality" areas. Generally they are perceived as fair, clear in what they expect in the classroom, and attentive to the questions of students. In addition, assignments are seen as having some relevance to what is going on in the course. Approximately 90% of the respondents disagree with the statement that "assignments from instructors were really only busywork." The level of instruction is geared to the level of students abilities, (92% agree) and instructors are perceived by approximately 88% of the students as doing more than "simply putting out material leaving students to get it as best as they can."

Boredom in the class, however, does appear to be a problem for a large number of our students, especially the traditional aged student. When responding to the statement "During this time I have been bored in class" [in general], 24% of the respondents indicate that they experience boredom either "often" or "almost always." For the traditional aged student the percentage jumps to 40%. If one also includes those students who indicate boredom "sometimes" the overall figure rises to 80%.

One must always be cautious in attributing causes to boredom since the motivation of the learner is a factor to some extent. However, the data does give some indication of factors which might be contributing to the effect and as a result, those factors are outlined below.

A. 20% of our students indicate taking courses where the instructor consistently came to class unprepared.

B. 31% of the students overall and 38% of the younger students agree that during the term they "had a course which was taught too much like high school courses."

C. For 93% of the students, boredom is not due to "frustration because the class was not moving fast enough."

D. For 91% of the students, boredom is not because "during the term I have been in a class that just went over material already known."

E. For many of our students, boredom probably is not the result of poor motivation. Fifty-three percent (53%) of the students in the survey indicate that "during the term they had at least one course they thought would be interesting turn out to be dull." For the younger student, this percentage increases to 63.1%.

F. Boredom in the classroom may be caused in part by repetition and uncertainty. Thirty-two percent (32%) of the students surveyed indicated that instructors fail to present material in class which can not already be obtained from course readings. Thirty-three percent (33%) of the participants in the study indicate that "instructors have often been unable to explain something in a way I could understand it."

Learning Orientation concerns itself with classroom organization and procedures, class size and pace, and grading procedures. Essentially this part of the survey attempted to describe students preferences for, or rejection of, instructional modes that put the primary responsibility for learning on the student rather than the instructor.

Student responses to this section are particularly interesting. First, the desire for occupational practical experience that was highlighted through the Adult Learner Needs Assessment resurfaces. Not only do our students express a need for this experience as it relates to their academic training, they are more than willing to prolong their education in order to obtain it. A strong majority (65%) of the respondents indicated that they "favor" or "strongly favor" practical experience in actual job situations "even if it takes me longer to finish college." This preference appears to hold true regardless of age (Table V.1).

Table V.1

Preference for Practical Experience

	21 and Under N/%	Over 21 N/%
Favor	134(65.0)	171(64.7)
Oppose	14(6.7)	29(10.9)
Uncertain	58(28.1)	60(23.0)
Total	206(99.1)	260(98.6)

Second, a number of our students appear to prefer classes which are structured according to ability levels. Thirty-nine percent (39%) of the respondents felt that "the best and the slower students should be taught in separate courses." Where comparisons of responses were made on the basis of age, one finds a slightly stronger preference shows for students who are traditional aged (21 and under) (45%) than for students who are older (Table V.2).

Table V.2

Preference for Ability Based Classes

	21 and Under N/%	Over 21 N/%
Favor	95(45.1)	95(35.9)
Oppose	60(28.1)	99(37.5)
Uncertain	55(26.6)	69(26.1)
Total	150(99.8)	263(99.5)

Third, students appear to hold some strong preferences for other classroom organization practices. Generally they are more likely to oppose classes which are organized around informational discussions than those which use prescribed texts and assignments (52% favor structured classwork, 17% favor information discussions), and they oppose the notion of abandoning grades altogether. Seventy-two percent (72%) of the respondents opposed grading practices which used "written comments by instruc tors" instead of conventional grades. In addition, 47% favor using a norm referenced system of course grades which "tell me how I did compared with other students."

Faculty receive mixed evaluations regarding grading practices employed in the classroom. For 22% of our students, corrected exams and papers are returned late. For many more, once they are returned, the corrected work appears to provide insufficient feedback regarding performance. Forty percent (40%) of those surveyed *disagreed* with the statement that "during this term my instructors have given detailed comments about papers, exams, or other material I turned in." The need for this feedback is shown directly and indirectly by some of the students in the study. A strong majority (62%) favor feedback (grades) "based upon day-to-day work instead of totally on a few big exams or papers" while 22% indicate that they have difficulty determining how well they are doing in a course prior to being graded.

Finally the respondents indicate some preference for actual classroom structure. Almost one half (47%) favor course assignments where several students work together while exactly

50% indicate a need for increased student freedom in determining how course assignments are carried out. In addition, many students (49%) favor smaller classes as well as the possibility for obtaining course credit by exam (67%).

Instructor Accessibility attempted to measure the degree to which faculty were available to students. *According to the data, the faculty are utilized by students. Sixty-five percent (65%) indicate that during the term they had talked with an instructor about course work for at least 15 minutes outside of class time,* while sixty-one percent (61%) also indicate having talked with an instructor about things *not* related to class. Consequently, for approximately 70% of the students, instructor availability does not pose a serious problem to them. Also eighty-four percent (84%) of the students found instructors to be easy to talk to, while 90% felt that instructors are able to understand problems of, and are sensitive to, students in general.

Instruction Summary

The instructional process at the College appears to be sound in some respects. Instructors are seen as sensitive, accessible fair, and attentive to students questions in the classroom. Students on the other hand show preference for the smaller classes offered at the College, and see some connection between class assignments and classes. Students do however, express concerns and preferences listed below. It appears that the classroom educational experience would be enhanced appreciably if:

1. some course assignments were structured so that students could work together
2. faculty increased the quantity and quality of comments regarding student papers, exams, projects, etc.
3. the present grading system were maintained but more opportunities (e.g. more frequent tests/ projects) were offered to assess student progress
4. faculty engaged more illustrative examples to explain course concepts, and in some instances prepared more thoroughly prior to class
5. the overall course pace and student progress were more closely monitored; especially for younger students
6. greater opportunities for practical job related experiences were tied into academic coursework
7. class enrollment were structured according to ability levels (i.e. prerequisites updated and more closely monitored?)
8. the "challenge by exam" concept was promoted more widely
9. efforts were employed to minimize the degree of boredom for students in general and younger students in particular

ACADEMIC ADVISING AND EDUCATIONAL PLANNING

The section regarding Advising and Planning attempted to determine the quantity of student contact with counselors and advisors, the perceptions and satisfactions of students with the nature of their educational/occupational plans, and the overall reaction of students to the College's registration process.

Quantity of Advisor Contact. During the semester almost 70% of the participants in the study indicate having spoken with a counselor about future plans at least once in the past semester. Some of these students have also taken one or more tests to assist them in deciding occupation directions and/or academic majors. Of all the students at the College, older students enrolled during the evening are least likely to take advantage of advising services while approximately 15% of our students indicate having been unsuccessful in at least one attempt to meet with faculty advisors or counselors.

Quantity and Quality of Educational Planning. Apparently the quality of the education planning process on the part of students and staff needs some improvement. Many of the students in the study found; that they were uncertain about personal goals after completing study at the College, (30%) that they lost time toward their degree because some of the courses taken would not transfer (30%), that although the College was giving them "pretty much what I want" they are still "uncertain about what I'm getting" (33%), and that in general, they have had some trouble deciding at times what courses to take (66%). In addition, almost 20% of the participants indicated that during the past semester they had been given wrong or incomplete information about programs or courses by a College staff member.

The costs of the above to the College are impressive in regard to increased corrective administrative requirements and overall student satisfaction. The data from the study reveal that:

1. 22% of the students dropped one or more courses the previous semester because "it was not what I wanted"

2. 35% indicate having taken a required course that "has been a waste of time"
3. 58% feel that they lack adequate knowledge of transfer requirements for other institutions
4. 34% of the students feel that required courses prevented them from taking "other courses I would have liked"
5. 11% feel that they were prevented from taking a course at "the level I wanted and could have handled"

Reactions to Registration Process are generally very favorable. Few of our students seem to be hindered in pursuing their goals because of unnecessary regulations. Nor do they experience feelings of being trapped because of rigid drop-add requirements. Eighty-two percent (82%) of those surveyed support the notion of limiting enrollments to a given course, and the great majority are satisfied with the academic calendar.

There is a point of concern however, which seems to merit the attention of College personnel. A number of the students in the study indicate having experienced some difficulty registering for desired courses. For many (31%), they have been "prevented by scheduling problems from taking a course which was required in (their) field." Although the exact nature of the problems is indeterminable at this point, there is evidence implicating both administrative error and lack of sufficient course offerings. Slightly over 20% of the respondents indicate that during the past semester they had been inconvenienced by administrative errors at least once. Twenty-seven percent (27%) of those in the study indicate having missed at least one needed course because it was simply not available.

As always, students seemed to agree to efforts at computerizing the routine administrative aspects of registration while a small number (14%) still perceive the whole process "as a real burden."

Academic Advising/Educational Planning Summary

The results of the section regarding advising and educational planning are straightforward. While most the students surveyed express satisfaction with general logistical aspects of both processes, almost one-third of them indicate problem areas which deserve attention on the part of the College. For these students there is:

1. a need to more clearly define long range goals and objectives beyond their experience at F.C.C. and determine how, or what part, the College plays in meeting those goals
2. a considerable need, (especially for the younger student) to obtain updated information regarding jobs and educational requirements
3. a need for increased assistance in deciding the most appropriate courses to meet career/educational goals
4. a need to see relationships between required courses and expressed occupational goals and perhaps a need for the College to reexamine program requirements
5. a need to have some flexibility within their majors to take courses which they find interesting and revitalizing
6. a need to decrease the degree of misinformation given by faculty or staff
7. a need for assistance with choosing courses in relation to transfer goals and objectives

8. a need for College personnel to be more sensitive to resolving the students' concern at the initial point of contact rather than threw the referral process

STUDENT STUDY HABITS

Thirteen of the items on the survey dealt with issues related to out-of-class study techniques Although clearly related to academic performance, they constitute a different aspect of performance than what is measured in the classroom. Basically, these items attempted to define problems that students encountered in preparing for classroom activities and evaluation.

As was expected, many respondents indicated experiencing some type of study related problems. Problems mentioned more frequently included those involving concentration difficulty in scheduling study time, and acquiring more efficient study habits. In almost all cases, the problems seem to be more accentuated for the younger than for the older students. Examination of the questionnaire items helps in identifying those sources which may be contributing to these difficulties.

First, for some of our students, the quantity of work expected appears excessive. While many of them agree that "during the term my instructors have 'sometimes' expected more outside work than I have time for," almost 20% agree that this"often" or "almost always" is the case. For others, the amount of work in arrears is due to poor study habits. Twenty-five percent (25%) agreed that they felt they had never learned to study well enough to handle the work in the time allotted.

Second, reading comprehension is a problem for a large number of students, especially when coupled with the amount required by their courses. Thirty percent (30%) indicate that more frequently than not they had "so much reading to do that I did not have time to really understand it." For a smaller percentage of them (21%) comprehension problems may well be due to deficits in ability to concentrate. As a result, many students find themselves in the position of having to rob one course at the expense of another. Almost 60% indicated that during the semester they had taken time they should have spent on one course to catch up in another.

Finally, it appears that a contributing factor to study related problems might be environmental in nature. Many of the respondents indicated that they needed some place on campus where they could study without being disturbed (53%). Again, the need seems to be more accentuated for the younger than for the older student.

The consequences of the above do constitute some form of discouragement to some of our students. Fifty-eight percent (58%) indicate having performance problems on tests, 31% indicate that study requirements prevent them from enjoying the college experience, and almost 30% indicate having gotten so far behind in at least one course they they "never really caught up."

Study Habits Summary

Study problems do exist for some of the students at the College. Reasons for their existence may be complicated by internal factors of the part of the student and external factors on the part of the College. Results from this section indicate that:

1. students need to reexamine work expectations associated with college level course work
2. many students possess poorly defined study habits
3. study related problems do oppose obstacles to the ability of students to enjoy their educational experience
4. study problems do have a practical negative effect on students performance in coursework
5. the College needs to reexamine space allocations to students for uninterrupted study using criteria such as attractiveness, degree of noise, physical comfort, etc.

CAMPUS CLIMATE AND ADMINISTRATIVE PROCEDURES

National data indicates that retention of students will be increased for those institutions whose campus reflects a congenial atmosphere and where students feel comfortable and experience a sense of belonging. The campus climate section of the student reaction survey attempted to measure the extent to which those types of feelings existed among students at the College. Participants were asked to express their opinions regarding the degree of physical safety on campus, their overall impressions with the rules and regulations which impact on student life on campus, and their satisfaction with both the personnel and the administrative operating procedures of the College.

With one or two exceptions, the responses to this section were largely favorable. Students overall perceive the campus to be "a friendly, comfortable place" where they can generally attend classes without the unnecessary stress related to anxiety about their personal safety. When asked about feelings of safety after dark, only 9% indicated any strong negative feelings. However, an additional 29% indicated some uneasiness about being on campus during that time. Perceptions of the Colleges rules and regulations are favorable as well. Students are pretty much in agreement that rules and regulations are adequately enforced, while at the same time allowing the students to feel as though they are being treated as adults; "nobody feels hassled." According to them, the rules should continue to apply to the behavior of students while on-campus. However, the College should keep its nose out of the off-campus affairs, whether legal or illegal, of those whom it serves.

The College fares less favorably on those items which pertain to its administrative procedures.

1. Almost 25% of the 501 participants felt that during the previous term they had "gone through a long administrative process that seemed senseless to me"
2. 34% indicate having had to go "from one office or person to another trying to get information"
3. 21% state that during the past term they had "been inconvenienced by administrative error"
4. Almost 20% indicate having "been given wrong or incomplete information about programs or courses by a staff member"

5. 24% admit to "having been angered by something the College administration did" the previous semester

These facts speak for themselves. While it is impossible to specify individuals or departments at this point, these percentages appear too high to be tolerable and suggest reexamination by all staff regarding their contribution to them.

Climate Summary

While the campus is seen by most of our students as a comfortable, friendly place to be, it would be shallow to think that feelings on the part of students of having been run around, of having been inconvenienced by error or administrative misinformation, or of simply having "been angered" by some action on the past of a faculty or staff member is without its consequences. Consequently, the College might:

1. Reevaluate its administrative processes with the intention of centralizing, simplifying, and/or eliminating procedures which seem redundant, complex or simply unnecessary to students
2. Provide mandatory staff review/training of divisional/interdivisional practices
3. Encourage and train staff to resolve where ever possible, all student inquiries at the point of origin rather than relying on the referral process
4. Provide sensitivity and skills training sessions for all staff, supportive and professional, related to dealing with the public, in addition to monitoring that performance more closely.

Results from this section also indicated that many of our students (25%) feared theft of personal belongings while on campus. Therefore, the College might:

5. Increase the attention given to this issue through the orientation of new students, implementation of its disciplinary procedures where appropriate, etc.

FINANCIAL AND RELATED PROBLEMS OF STUDENTS

Finally, it makes sense to assume that institutions which are able to minimize the financial and academic related problems of their students will experience higher ratio of retention than those institutions which do not. Doing so however, requires a degree of understanding regarding the specific nature of those problem areas. The data in this section attempts to increase that understanding and because of its nature, is presented in an itemized format. Some current students at the College are requesting that:

1. A student-run office for advice on non-academic concerns of students be established (47% agree/13% oppose)

2. Student lockers be established on campus (34% agree/49% oppose)

3. The College stock more copies of texts and other required books in the library for rental by the day or week (44% agree/10% oppose)

4. The College hire more students as part-time employees (43% agree/9% oppose)

5. Greater assistance be given to helping students find part-time jobs (22% agree/67% need no help)

6. The College provide a child care center on campus for older students (25% of older students agree/60% disagree)

7. More adequate food service be provided on-campus (23% agree/55% disagree)

Students fail to indicate that items such as housing, and transportation are problems which should be of concern to the College. However, almost 20% express feeling "cut off from the campus" because of where they live.

One last item in this section concerns finances and the costs of textbooks. Fifty percent (50%) of our students in the study indicate that the costs of books and supplies present a problem to them. Therefore, even though our tuition structure continues to be "the cheapest game in town," there is no doubt that associated fees of being a student are acutely felt. One has a difficult time then, resolving data such as the following. When asked to respond to the item "During the term I have had to buy a textbook that was not really necessary," 48% of our students agreed. Nineteen percent (19%) indicated that such instances happened "twice or more." Therefore, it seems reasonable to conclude that students are also asking that...

8. The College continue to offer books and supplies as cheaply as possible, and if they are not necessary, do not require them.

MISCELLANEOUS STUDENT RECOMMENDATIONS

Throughout the survey there were isolated items which offered opportunities for students to make a recommendation regarding some aspect of the College operations which for one reason or another were not included in the previous sections. As a result, they are listed below:

1. Offer activities designed for married and older students (62% agree/5% disagree)

2. Leave the control of out-of-class activities to students (57% agree/ 16% disagree)

3. Cut compulsory student fees (43% agree/ 32% disagree)

4. Offer cultural events on-campus (75% agree/1% disagree)

5. Continue to offer organized social activities (56% agree/10% disagree)

6. Increase ease of access to information regarding College events, policies, etc. (28% agree/69% disagree)

7. Continue to require administration approval for students to organize and meet (40% agree/17% disagree)

8. Computerize routine administrative work (31% agree/20% disagree)

9. Allow students to drop a course at any time without being given a failing grade (43% agree/35% disagree)

10. Allow students to enroll in courses they feel they can handle regardless of test scores (44% agree/32% disagree)

RECOMMENDATIONS

VI RECOMMENDATIONS

The American College Testing Service (ACT) is very clear in its support of the literature regarding the institutions's role in the retention process. According to Beal and Noel (1979, p.5), "the most important factors in student retention clearly reveal the (individualized) campus-wide nature of the issue."

Consequently, if the institution is going to be successful in harnessing the forces that can initiate retention efforts, campus-wide awareness, organization, and cooperation are critical.

As part of this study, a campus retention audit was administered to selected personnel. It attempted to determine, in some measure, the extent of campus awareness regarding retention and its associated issues. The audit (Appendix F) consisted of a series of 36 questions, and was administered to members of the Retention Committee, the Dean of the College, Division Chairpersons, and selected full-time faculty members. Thirteen forms were completed and returned from the 25 originally distributed. The results are summarized below.

If retention efforts are to succeed on-campus, greater awareness must exist among College personnel regarding what is meant by retention and who it is we are specifically trying to retain.

The audit reveals a mixed level of such retention awareness among some key personnel within the Institution, especially as it relates to retention data (audit items 1-4, Appendix F). While the respondents indicate a high degree of awareness of courses or departments showing large attrition rates, there is little knowledge of factors such as how many full-time entering freshmen eventually graduate or persist beyond their first year, drop-out rates of new students during their first six weeks, or characteristics of the drop-out prone student and his reasons for withdrawing from the College.

If retention efforts are to succeed on-campus, a climate must exist which is cooperative in nature and which makes students an institutional priority.

Respondents agree somewhat that there is visible evidence of the College's executive officers' commitment to improving our retention of students. Beyond that fact however, are some indicated deficiencies which suggest possible areas for change if the retention climate is to be improved on campus (audit items 5-13, Appendix F). More specifically it suggests that:

A. Data from this study should be systematically shared with faculty and staff and routinely used to shape or refine programs and services.

B. Continued attempts should be made to actively seek the opinions of our faculty and staff relating to retention improvement efforts, or programs.

C. Those who will be affected by major changes from this report should be allowed to participate in the decision making process--provided that their input does not exclusively reflect personal vested interests.

D. A clear expectation should be established at the highest levels for cooperative efforts at addressing retention and the related issues which are outlined herein.

If retention efforts are to succeed on-campus, individual Divisional strategies must be adopted which are geared toward retaining our students, and rewarding the efforts of those who do so.

Based upon the audit, the College scores highly on the assessment of pre-enrollment strategies geared toward reducing attrition (audit items 14-19, Appendix F). Respondents agree that there is an observable link between the College's mission and the activities of the Admissions Office, that students are strongly encouraged to participate in a comprehensive orientation program prior to enrollment, that standardized assessment data are used in course placement decisions, and that activities and services are offered/ mandated for those students who exhibit special needs.

Responses to strategies which are directly or indirectly related to retention once the student is enrolled, however, reflect attitudes and perspectives which should be addressed (audit items 20-30, Appendix F). They are included in the recommendations below. It might be well to point out here, that those who completed the questionnaire acknowledged the work of the Financial Aid Office. Most saw it as being "adequately staffed and trained to process applications as well as to serve as a preliminary/first step counseling contact for students." Other than that, responses to retention strategy items find:

A. that good academic advising is not currently, but should be formally recognized and rewarded as part of an individuals salary determination.

B. that excellence in the classroom is not currently, but should also be recognized and rewarded as part of the salary determination.

C. that the performance of all academic advisors is not currently, but should be evaluated in a standard, systematic way.

D. that the College should continue, and expand, it professional development programs, and link participation to promotion decisions.

E. that the College might have neglected, and needs to reemphasize, the objectives of the academic advising program while carefully articulating the responsibility for meeting these objectives.

Finally, the Audit concerns itself with College strategies geared toward re-enrollment of students who have left, or who are planning to leave, the institution (audit items 31-36, Appendix F). Again, the marks are suggestive of change. Key personnel on campus are indicating the need to:

F. develop a clearly defined College-wide system for early identification of the drop-out prone student that triggers an appropriate intervention strategy.

G. mandate exit interviews for all students who leave the College.

H. provide previously enrolled students with periodic reminders of College offerings and information regarding re-enrollment.

In addition to the recommendations suggested by the Audit, there are several which were compiled by Committee members based upon results from the study data and recommendations cited in the national literature. A general reading will reveal that all of the following strategies vary in complexity and scope. While some involve the expenditure of effort, others will require both effort and financial resources.

It is recommended that priority be given to conducting research which provides a continuing source of information on attrition and retention related statistics, and which serves as a catalyst for retention improvement strategies.

All of the information outlined within the committees report is seminal. It is capable of generating inquiry and assisting in the formulation of College procedures. However, to be effective, the research must be organized, analyzed and presented on a continuous basis. Consideration should be given to insure that this happens in relation to the topics previously discussed as well as in relation to those areas which are further defined.

It is recommended that increased emphasis be placed on the provision of substantive occupational and career information services throughout the College, and that strategies be implemented or expanded to prepare students for transition from the educational to the work environment.

Students at the College are acutely aware of the need to establish some sense of vocational direction. Learning about job requirements and opportunities close to home, as well as associated job search techniques, rank among the ten most needed services cited by students. In addition, many of them have indicated a willingness to prolong their educational stay for the chance to acquire more marketable job skills or to obtain new job experiences. Students are, in effect, prepared to sacrifice for substantive services which they see as worthwhile.

It is recommended that the College fund the expansion of developmental and academic support services to students.

Five of the top ten needs expressed by students support this particular recommendation. The most frequently cited need by students is to increase math skills. Not surprisingly, mathematics is one of the disciplines which also shows disproportionately high inefficiency rates. Other needs cited include improving writing, reading and study skills, and are supported by data in the report which is equally telling. At this point in time, and based upon the data, the College must give serious thought to increasing both staff and services affiliated with the mathematics lab and the Developmental Education Program.

It is recommended that procedures be implemented to reduce student consumer ignorance of College facilities, and that strategies by adopted to heighten student awareness of individual goals.

Some of the data contained within is indicative of ignorance regarding support services available to students at the College. Other data suggests that many of our students do not understand why they are here, what they can expect, upon arrival or where they are headed after their College experience.

While at Frederick Community College our students, especially the younger ones, face a progressive series of choices. To choose wisely, they need information different from that which is received in the classroom. We must ask if they are obtaining it. Are they aware of the wide range of programs and courses, of the design and requirements of their programs, and of the content and purpose of individual courses? Do they know about the support services; counseling, advising, testing, financial aid, remedial courses, that can improve their academic performance? Have the assessed their own educational and vocational goals, their strengths and interests, so that their choices are worthwhile? The student who is to receive full benefit from his experience must be able to answer yes to these and similar questions.

It is recommended that as part of the annual budget request, each Division Head be required to present 1) information on specific efforts being made to understand the retention/attrition issues related to our campus, and 2) information describing specific programs, policies, practices, or other efforts designed to improve the retention of our students.

The fact is well established that retention of students is a broad, complex issue which deserves and necessitates the cooperation of the Institution at large. It follows that funding should also consider the degree to which an individual, a policy, or a program contributes to the goal of the appropriate retention of students.

It is recommended that retention strategies be adopted which identify sub-populations and the associated needs of students within the College, and which implement necessary remedial actions based upon those needs.

Diversity is the primary characteristic of the College's student population. Retention strategies which are continuously oriented toward students in a general sense, and which fail to account for variations in ages, goals, developmental and maturity levels, needs, etc., are destined to reap limited results. Some measure of effort should be directed at employing organizational techniques which further define and refine the specific student to be served as well as the needs to be met, by any particular practice or policy (See Appendix F, Table 1).

It is recommended that the appropriate functional areas of the College consider the following strategies for minimizing attrition and maximizing retention.

General Institutional Strategies

A. Develop and implement an academic articulation program for county secondary schools.

B. Increase the availability of computer resources/ services to staff for research and advising purposes.

C. Implement training seminars for all staff with the goal of reducing unnecessary student referrals.

D. Mandate College-wide emphasis on human relations and public relations skills. Provide opportunities for the training in and evaluation of such skills.

E. Establish study areas throughout the College which are accessible and inviting.

F. Aggressively pursue the hiring of more part-time students through the use of federal funding, cooperative education mechanisms, etc.

G. Revitalize the physical accommodations for students (e.g., lounges, cafeteria, field house) making them more attractive and accessible for student involvement.

H. Re-assess all College procedures with the goal of streamlining and eliminating duplication.

General Academic Strategies

A. Conduct an in-depth community academic needs analysis.

B. Assess reasons and remedies for disproportionate course inefficiency rates.

C. Research alternative instruction formats for the teaching of introductory courses.

D. Assess overall enrollment patterns for specific time periods where classes are scheduled.

E. Analyze the effects of the current full-time/part-time faculty rates.

F. Update descriptions of all course offerings and course requirements. Utilize language which is understandable and meaningful to traditional and non-traditional students. Implement a system which provides ready access to such information for students.

G. Establish procedures for evaluating and awarding life experience credits.

H. Evaluate text costs, usage and turnover rates for all courses with the goal of minimizing turnover and costs and maximizing usage.

I. Increase the frequency, and computerize the format of academic progress evaluations.

J. Decrease the quantity of class additions, cancellations and corrections by Division Chairpersons. Eliminate all schedule errors that are avoidable by more accurate planning and proofing of schedules.

K. Examine the possibility of constructing the academic schedule one year in advance.

L. Revise drop-add forms so that reasons for course changes are stated in a checklist fashion. Insure that complete and accurate information is provided by students.

M. Require all schedule changes which indicate a credit decrease to be signed by a staff member before processing.

N. Establish work/credit ratios to assist in decisions regarding number of credits to be carried. Enforce credit restrictions for high risk students.

O. Research the potential for increasing associations between academic courses and job related experiences.

P. Mandate advisor conferences for all total withdrawals by students.

Q. Isolate specific courses showing high inefficiency rates.

R. Reevaluate and enforce course pre-requisites for courses.

S. Promote 'credit by exam' procedures.

T. Develop strategies for reducing student boredom in class.

U. Increase the quantity and quality of instructor feedback on student papers, exams, etc.. Provide, more opportunities for the assessment of student's academic progress.

V. Reevaluate the method and effectiveness of current academic goal setting/planning process.

W. Mandate office-hours and orientation for part-time faculty.

X. Reevaluate faculty promotion policies and institute financial reward system for excellence in teaching and academic advising.

Y. Examine the effects of self-paced versus lecture teaching formats on student satisfaction and performance.

Z. Provide faculty with procedures for early detection and referral of students with academic weaknesses.

AA. Reevaluate academic program requirements to permit more student flexibility in course selection.

BB. Develop mechanisms for increasing the quantity and quality of student/faculty academic interaction.

CC. Provide Learning Resource Center with copies of course texts for use on a limited time basis.

Developmental Education Strategies

A. Implement/expand testing and placement services for part-time students, and "problem learners" who are over twenty-one.

B. Re-institute the math-anxiety program and increase support services (tutors, program coordinator, specialized workshops) for math and chemistry courses.)

C. Provide math pre-testing and placement for entering students.

D. Increase faculty and student awareness of reading facilities/diagnostics for students.

E. Expand the College's tutorial program.

F. Provide workshops designed to increase students awareness of College level course demands, work expectations, etc.

G. Encourage the creation of developmental program offerings to accommodate the numbers and range of students who are not primary remediation candidates but who have potential for benefiting from such offerings.

H. Input Nelson-Denny test entrance scores into student master data base to provide more accurate student teaching procedures.

I. Create a position for a study skills counselor to specialize in providing assistance to students through individual and group formats.

Student Development Recommendations

A. Assess the effectiveness of the current academic advising system.

B. Explore methods for increasing student involvement within the College governance/activity structure.

C. Provide increased staff for the advising of part-time students.

D. Increase student awareness of financial aid alternatives available to them.

E. Increase the quantity of all evening services available to students.

F. Increase the quantity and quality of both cooperative education and placement services.

G. Provide consistent evening counseling and advising services to students.

H. Review function and effectiveness of the Career Resource Center and provide expanded job/economy information pertinent to Frederick County.

I. Provide ongoing instruction in a variety of formats in areas of job-seeking skills and occupational information gathering.

J. Emphasize and offer programs and services which help students to clearly define long range goals and objectives beyond their college experience.

K. Offer increased activities for married and older students.

L. Make modified articulation pamphlets to students available which outline transferrable courses to selected colleges.

M. Design specialized orientation programs to meet the needs of student sub-populations. Expand orientation for new students to include follow-up sessions during their first semester.

N. Provide orientation programs for students who enter during spring semester.

O. Develop programs to educate parents of our younger students regarding the expectations, goals and procedures associated with "going to college."

P. Offer group advising workshops throughout the year to focus on course selection, transfer requirements, etc..

It is recommended that a forum be established for the ongoing discussion of retention issues and strategies among key personnel.

The nature of retention is clear by now. If retention efforts are to succeed, they must be ongoing and broad based.

EXECUTIVE SUMMARY

VII EXECUTIVE SUMMARY

The Status Report on Attrition and Retention of Students looks at five aspects of the retention issue as it relates to Frederick Community College; enrollment patterns, when and why students drop classes and/or withdraw from the College, which academic disciplines show the highest rates of successful or unsuccessful completion by students, what our students greatest needs are, and how they feel about the services the College is providing. A conclusion as to whether or not the College is experiencing a "retention problem" has been deliberately omitted from the report. That is up to the reader to decide. Like so many things, retention is a relative concept which depends upon the definition used, the methodology employed, the philosophy of the institution and the latitude of tolerance of executive officers regarding what constitutes an acceptable or an unacceptable practice.

The report finds that enrollment figures show progressive growth at the College during the last five years. This is a strong and desirable position. There is some evidence however, that we are not retaining new students. There is an indication that as many as 60% of new students at the College are not on-campus one year later. National statistics estimate that "less than half of entering first year students in community colleges are likely to return to college for a second year." About 20% will graduate. Statistics from four-year colleges and universities within Maryland indicate a 55% drop-out rate over a four year period. Unfortunately, ten of the other fourteen Maryland community colleges have no retention studies available for comparisons. This and other national data suggests that the College is one of the few two-year institutions nationwide who are demonstrating active, ongoing interest in this area. Data was unavailable from those who do at the time this report was written.

Attrition and retention rates do not appear to be uniform for all academic disciplines throughout the College. Aviation, Agriculture, Nursing and Human Services represent those disciplines which show high successful completion rates by students. Preparatory Chemistry, Mathematics, Drama, and Developmental English do not. The report does not project reasons for the differential rates, but cautions against acquiring high completion rates at the cost of academic standards.

Why students drop classes or withdraw from the College entirely is a complex question. National literature describes the rate as "alarming" and reports that many students do so because of reasons which are instructionally related. The data in the report does not support this. The report agrees with the fact that far too many schedule changes are processed by our students. However, it finds that both the number of changes and the reasons for changing are influenced by time and student status. Job conflicts, personal conflicts, and changes in personal goals, are cited most frequently by our students as reasons for changing or dropping their classes.

Traffic out of the College is heaviest prior to the fourth week of the semester, diminishes during the fifth to eighth week, and increases again in the ninth to twelfth week. Most of those who withdraw are part-time students, and many are female. The single largest reason given for withdrawing is "personal." Important to note, however, is that a large number of our students are permitted to change a course or drop out entirely without having had any staff contact prior to doing so. Generally, the student who withdraws is not in academic jeopardy. Does this exonerate the instructional process from influencing a student's decision to withdraw? To some extent it does, to another extent it does not.

Students characterize the College as friendly, and comfortable; and perceive the faculty as being fair, clear in what they expect, and attentive to the questions of students. Faculty receive mixed evaluations however, regarding other practices employed in the classroom. For many of our students, corrected exams and papers are returned late and once returned, provide insufficient feedback regarding the students' performance. In addition, there is evidence to suggest that some faculty are consistently unprepared and that the classroom experience is boring. This would suggest that there are some points of abrasion which might potentially wear down an individuals commitment to the educational process.

Other abrasion points concern advising and administrative practices. Far too many of our students fail to understand what their personal goals are and how their coursework fits into their college experience. In some respects, they are contented but ignorant of the rationale which lends meaning to actions.

The College could also reexamine its administrative practices. Inaccurate referral information, administrative error, and what are seen as long administrative processes are hurting our relationship with some of our students. Overall that relationship is healthy; however, some adjustments are indicated.

While the reasons for attending Frederick Community College vary somewhat according to sex and age of students, students generally state that they are coming here to become more informed, to obtain a degree, or to meet some need related to their job. They are not coming to meet new people or to learn to solve personal or community problems.

The number one need expressed by students in the College is help with increasing their math skills. Four of the top ten needs however, are related directly to occupations and careers. Students are also expressing requests for help in such academic skills as test taking, study methods, and improving reading comprehension. The chapter which discusses students' needs provides overwhelming evidence for increased support of the College's Developmental Education and Career Planning/Placement services. This is also supported by the fact that many of our students indicate experiencing some type of study related problems, and problems that result from an unrealistic notion regarding what is involved in the college experience.

The recommendations which were formulated by the Committee are too extensive to be summarized here. Let it simply be stated that they are broad based, pragmatic and attainable. The report projects a profile of an organization which is intrinsically healthy. The recommendations provide a perspective for promoting that health. As with other organizations, the College cannot afford to be complacent or seek guidance based exclusively upon intuition. The Committee's report is offered as an alternative, and as a mechanism for assisting the College to continually provide a product to students which is indeed, habit forming.

APPENDIX A

Appendix A

Table 1

NUMBER OF ENROLLEES AND GRADUATES
(1975-Present)

Academic			Enrollment			Graduates		
Year	Semester	Total	PT	FT	FTE	AA	Cert	Total
1975	Fall	1775	578	1197	466			
1976	Spring	1688	546	1142	448	155	10	165
1976	Fall	1828	621	1207	483			
1977	Spring	1594	552	1042	434	136	7	143
1977	Fall	1899	662	1237	511			
1978	Spring	1543	566	977	430	126	20	146
1978	Fall	1741	552	1189	442			
1979	Spring	1597	485	1112	411	153	36	189
1979	Fall	1810	585	1225	478			
1980	Spring	1691	549	1142	440	154	37	191
1980	Fall	2116	712	1404	557			
1981	Spring	2125	683	1442	548	111	41	152
1981	Fall	2719	877	1842	692			
1982	Spring	2610	792	1818	660	144	36	180
1982	Fall	3043	959	2084	773			
1983	Spring	3121	849	2272	754	178	52	230

Table 2

Fall-to-Fall Enrollment Effects (1978-1982)

Year	Enrollment Effect N/%	F.T.E. Effect N/%
1978-79	+69(+3.9)	+36(+8.1)
1979-80	+306(+16.9)	+79(+16.5)
1980-81	+603(+28.4)	+135(+24.2)
1981-82	+324(+11.9)	+81(+11.7)
TOTAL	$\bar{x}$ = +325.50(+15.27)	$\bar{x}$ = +82.7(+15.12)

OVERALL EFFECT=INCREASE

Table 3

Spring-to-Spring Enrollment Effects (1978-1983)

Academic Year	Enrollment Effect N/%	F.T.E. Effect N/%
1978-79	+54(+3.4)	-19(-4.4)
1979-80	+94(+5.8)	+29(+7.0)
1980-81	+434(+25.6)	+108(+24.5)
1981-82	+485(+22.8)	+11[illegible](+20.4)
1982-83	+511(+19.5)	+94(+14.2)
TOTAL	$\bar{x}$ = +315.60(+15.42	$\bar{x}$ = +64.80(+12.34)

OVERALL EFFECT=INCREASE

Table 4

Spring-to-Fall
Enrollment Effects
(1978-1982)

Academic Year	Enrollment Effect N/%	F.T.E. Effect N/%
1978	+198(+12.8)	+12(+2.7)
1979	+231(+14.6)	+67(+16.3)
1980	+425(+25.1)	+117(+26.5)
1981	+594(+27.9)	+144(+26.2)
1982	+424(+16.2)	+113(+17.1)
TOTAL	$\bar{x}$ = +374.40(+19.32)	$\bar{x}$ = +90.60(+17.76)

OVERALL EFFECT=INCREASE

Table 5

Fall-to-Spring
Mid-Year Enrollment Effects
(1978-1983)

Year	Enrollment Effect N/%	F.T.E. Effect N/%
1978-79	-144(-8)	-31(-7)
1979-80	-119(-6.5)	-38(-7.9)
1980-81	+9(+.4)	-9(-1.6)
1981-82	-109(-4)	-32(-4.6)
1982-83	+78(+2.5)	-19(-2.4)
TOTAL	$\bar{x}$ = -57(-3.12)	$\bar{x}$ = -25.8(-4.72)

OVERALL EFFECT=DECREASE

APPENDIX B

FREDERICK COMMUNITY COLLEGE
FORMER STUDENT
FOLLOW-UP QUESTIONNAIRE

Enter your Social
Security Number

Dear Former Student,

In the past couple of weeks you have received a post card from the President of the College requesting your participation in a study that we are currently conducting. Your participation simply means that you take the next 5 minutes to complete the attached questionnaire and return it to me by March 25 in the envelope provided. I hope that you'll help.

Please know that the information requested will be kept completely confidential and that you will never be individually identified on any report prepared from this survey. The request that you provide your social security number above is for research purposes only and avoids asking you to complete a more detailed questionnaire.

Surveys such as this help us to gather valuable information from students and former students...the ones who know Frederick Community College the best.

Thank you for your time and your help.

Sincerely,

John C. Sheldon

Dr. John C. Sheldon
Assistant Director of
Student Development

We would like to know why you are no longer at Frederick Community College. Please help us by circling the numbers of ALL the reasons that contributed to your decision not to re-enroll according to how strongly you were influenced by each.

	No influence	Limited influence	Some influence in decision	Strong influence	Major influence
Regarding Course Design					
1. The course title, description or outline did not follow the material covered.	0	1	2	3	4
2. Class discussions, films, etc. were not helpful.	0	1	2	3	4
3. Textbooks were too difficult to read.	0	1	2	3	4
4. Laboratory meetings were poorly planned or equipped.	0	1	2	3	4
5. Term papers and research activities took too much time.	0	1	2	3	4
6. Exams and quizzes seemed unfair.	0	1	2	3	4
7. Outside reading and homework did not help me learn course material.	0	1	2	3	4
8. Grading was done unfairly.	0	1	2	3	4
Other, please specify: ____________________ ____ ____					
Regarding Choice of Courses					
9. The course(s) I took did not help me gain my educational or career goals.	0	1	2	3	4
10. The College did not offer courses I wanted to take.	0	1	2	3	4
11. Courses were offered at a time when I could not take them.	0	1	2	3	4
12. When I registered, the courses I wanted were not open or available.	0	1	2	3	4
Other, please specify: ____________________ ____ ____					
Regarding Content of Courses					
13. Material covered was too easy to be meaningful.	0	1	2	3	4
14. Lectures were difficult to understand.	0	1	2	3	4
15. Material covered was not what I wanted.	0	1	2	3	4
Other, please specify: ____________________ ____ ____					

Regarding Quality of Instruction

	No influence	Limited influence	Some influence in decision	Strong influence	Major influence
16. Felt that **instructors** did not know the course materials.	0	1	2	3	4
17. Instructors were difficult to reach for help outside of class.	0	1	2	3	4
18. Instructors took too much time on materials not related to the course.	0	1	2	3	4

Other, please specify: ____________________

____

____

Regarding Academic Support Services

	No influence	Limited influence	Some influence in decision	Strong influence	Major influence
19. College offices were not open when I needed them.	0	1	2	3	4
20. Needed more help choosing and registering for classes.	0	1	2	3	4
21. Textbooks and other required materials were not available.	0	1	2	3	4
22. Library materials were not helpful.	0	1	2	3	4
23. Library staff was not helpful.	0	1	2	3	4

Other, please specify: ____________________

____

____

Regarding Academic Achievement/Personal Goals

	No influence	Limited influence	Some influence in decision	Strong influence	Major influence
24. Did not have the necessary course background to do college level work.	0	1	2	3	4
25. Lost interest in continuing my education.	0	1	2	3	4
26. Saw no reason for the remaining courses required in my program.	0	1	2	3	4
27. Changed my goals so that I did not need a college education.	0	1	2	3	4
28. Course work seemed too much like high school.	0	1	2	3	4
29. My educational goals had been met by the College.	0	1	2	3	4
30. My grades were not what I had expected or felt I deserved.	0	1	2	3	4

Other, please specify: ____________________

____

____

Regarding Financial Reasons

		No influence	Limited influence	Some influence in decision	Strong influence	Major influence
31.	My financial aid (loans, etc.) was cancelled.	0	1	2	3	4
32.	Did not know about financial aid.	0	1	2	3	4
33.	Did not carry enough credits to get financial aid.	0	1	2	3	4
34.	Textbooks cost too much.	0	1	2	3	4
35.	Had to use my money for other things.	0	1	2	3	4
36.	Could not pay the tuition all at once and the College did not offer any other payment plan.	0	1	2	3	4

Other, please specify: ____________________

____

____

Regarding Other Reasons

		No influence	Limited influence	Some influence in decision	Strong influence	Major influence
37.	Didn't like the unfriendly feeling of College life.	0	1	2	3	4
38.	Felt there should be more to the "college experience."	0	1	2	3	4
39.	Felt I was not helped enough by College staff.	0	1	2	3	4
40.	Expected more personal contact with teachers.	0	1	2	3	4
41.	Expected better campus resources, i.e., lounge/TV/game room, walk-in learning lab, DP terminals for student use, cafeteria, etc.	0	1	2	3	4
42.	Athletic programs did not meet my needs.	0	1	2	3	4
43.	Had problems arranging for child care.	0	1	2	3	4
44.	Expected to get involved in more out of class activities.	0	1	2	3	4
45.	Wanted to transfer early to another college.	0	1	2	3	4
46.	Personal reasons such as marriage, family, health problems, etc. kept me from returning.	0	1	2	3	4
47.	Weather and travel difficulties kept me from returning.	0	1	2	3	4
48.	Temporarily "burned out" from school; expect to return in the future.	0	1	2	3	4
49.	Conflicts with my job were too great.	0	1	2	3	4
50.	Career changes made college program unnecessary.	0	1	2	3	4
51.	Had special needs or interests which were best served by another college.	0	1	2	3	4

Other, please specify: ____________________

____

____

Please check one:

☐ I plan to continue my education at F.C.C. at some future time.

☐ I plan to continue my education at a college other than F.C.C.

☐ I do not plan to continue my education in the near future.

Appendix B

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* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * *
   SEX                                                                 BY  PERIOD
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      PERIOD
              COUNT  I
            ROW PCT  IFIRST     SECOND    THIRD       ROW
            COL PCT  I                                TOTAL
            TOT PCT  I      1  I      2  I      3  I
SEX         --------I--------I--------I--------I
                  1  I    576  I     78  I    229  I    883
  MALE               I   65.2  I    8.8  I   25.9  I   40.1
                     I   39.4  I   39.6  I   42.3  I
                     I   26.2  I    3.5  I   10.4  I
                    -I--------I--------I--------I
                  2  I    885  I    119  I    313  I   1317
  FEMALE             I   67.2  I    9.0  I   23.8  I   59.9
                     I   60.6  I   60.4  I   57.7  I
                     I   40.2  I    5.4  I   14.2  I
                    -I--------I--------I--------I
             COLUMN      1461        197        542      2200
              TOTAL      66.4        9.0       24.6     100.0
```

Table 1

Frequency of Change
by Sex

PERIOD

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
FIRST	1	1461	66.4	66.4	66.4
SECOND	2	197	9.0	9.0	75.4
THIRD	3	542	24.6	24.6	100.0
	TOTAL	2200	100.0	100.0	

Table 2

Number of Changes According
to Four Week Period

STATUS

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
FULL	1	1105	50.2	50.2	50.2
PART	2	1095	49.8	49.8	100.0
	TOTAL	2200	100.0	100.0	

Table 3

Student Status and
Number of Changes

Appendix B
Table 4

EFFECT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
PRGCHG	1	198	9.0	9.0	9.0
INCREASE	2	311	14.1	14.1	23.1
DECREASE	3	830	37.7	37.7	60.9
NO	4	452	20.5	20.5	81.4
OU	5	409	18.6	18.6	100.0
	TOTAL	2200	100.0	100.0	

Table 4

Overall Effect of
Schedule Changes

Appendix 5
Table 5

REASON

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
SCHEDCON	1	162	7.4	7.4	7.4
JOBCON	2	234	10.6	10.6	18.0
OUTCON	3	83	3.8	3.8	21.8
CLSCAN	4	143	6.5	6.5	28.3
PERSONAL	5	139	6.3	6.3	34.6
DISSAT W INSTR	6	24	1.1	1.1	35.7
DISSAT W COURSE	7	70	3.2	3.2	38.9
DISSAT W PROG	8	118	5.4	5.4	44.3
OTHER DISAT	9	102	4.6	4.6	48.9
NEVER GOT AID	10	5	.2	.2	49.1
NO MNTN AID	11	1	.0	.0	49.2
VET RELATED	12	2	.1	.1	49.3
GOALS CHNGD	13	208	9.5	9.5	58.7
NONE STATED	14	907	41.2	41.3	100.0
OUT OF RANGE		2	.1	MISSING	100.0
	TOTAL	2200	100.0	100.0	

Table 5

Reasons for Schedule
Changes: All Students

Appendix B

Table 6

Reasons for Schedule Change

	Male		Female	
Reason	Full-Time N/%	Part-Time N/%	Full-Time N/%	Part-Time N/%
Schedule Conflict	29/5.8%	17/4.5%	63/10.4%	53/7.4%
Job Conflict	35/7.0%	60/15.7%	44/7.3%	95/13.3%
Outside Conflict	18/3.6%	20/5.2%	12/2.0%	33/4.6%
Class Cancelled	28/5.6%	33/8.6%	35/5.8%	47/6.6%
Personal Conflict	12/2.4%	24/6.3%	30/5.0%	73/10.2%
Dissat. w/ Instr.	6/1.2%	3/.8%	5/.8%	10/1.4%
Dissat. w/ Course	12/2.4%	12/3.1%	24/4.0%	22/3.1%
Dissat. w/ Progress	34/6.8%	18/4.7%	33/5.5%	33/4.6%
Other Dissat.	31/6.2%	13/3.4%	24/4.0%	34/4.8%
Never got aid	2/.4%	3/.8%	0/0	1/.1%
Vet. Related	1/.2%	1/.3%	0/0	0/0
Goals Changed	42/8.4%	34/8.9%	71/11.8%	61/8.6%
No Reason Stated	250/50.0%	144/37.7%	262/43.4%	251/35.2%

Significance = p .001

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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F   * * * *
   CUMHRATT                                                           BY  CUMHRERN
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      CUMHRERN
             COUNT   I
             ROW PCT IONE TO S SEVN TO   SIXTEEN  THRTYONE NONE         ROW
             COL PCT IIX        FIFTEEN  TO THIRT  OR MORE              TOTAL
             TOT PCT I     1  I     2  I     3  I     4  I     5  I
CUMHRATT     --------I--------I--------I--------I--------I--------I
                   1 I   108  I     0  I     0  I     0  I     3  I   111
  ONE TO SIX         I  97.3  I    .0  I    .0  I    .0  I   2.7  I  48.9
                     I  95.6  I    .0  I    .0  I    .0  I   7.7  I
                     I  47.6  I    .0  I    .0  I    .0  I   1.3  I
                    -I--------I--------I--------I--------I--------I
                   2 I     4  I    45  I     0  I     0  I     3  I    52
  SEVN TO FIFTEEN    I   7.7  I  86.5  I    .0  I    .0  I   5.8  I  22.9
                     I   3.5  I  97.8  I    .0  I    .0  I   7.7  I
                     I   1.8  I  19.8  I    .0  I    .0  I   1.3  I
                    -I--------I--------I--------I--------I--------I
                   3 I     1  I     1  I    19  I     0  I     0  I    21
  SIXTEEN TO THIRT   I   4.8  I   4.8  I  90.5  I    .0  I    .0  I   9.3
                     I    .9  I   2.2  I  95.0  I    .0  I    .0  I
                     I    .4  I    .4  I   8.4  I    .0  I    .0  I
                    -I--------I--------I--------I--------I--------I
                   4 I     0  I     0  I     1  I     9  I     0  I    10
  THRTYONE OR MORE   I    .0  I    .0  I  10.0  I  90.0  I    .0  I   4.4
                     I    .0  I    .0  I   5.0  I 100.0  I    .0  I
                     I    .0  I    .0  I    .4  I   4.0  I    .0  I
                    -I--------I--------I--------I--------I--------I
                   5 I     0  I     0  I     0  I     0  I    33  I    33
  NONE               I    .0  I    .0  I    .0  I    .0  I 100.0  I  14.5
                     I    .0  I    .0  I    .0  I    .0  I  84.6  I
                     I    .0  I    .0  I    .0  I    .0  I  14.5  I
                    -I--------I--------I--------I--------I--------I
             COLUMN      113       46       20        9       39       227
              TOTAL     49.8     20.3      8.8      4.0     17.2     100.0

  14 OUT OF    25 (   .0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THA
MINIMUM EXPECTED CELL FREQUENCY =    .396
RAW CHI SQUARE =   771.31592 WITH    16 DEGREES OF FREEDOM.  SIGNIFICANCE -   .0000
CRAMER'S V =    .92167

NUMBER OF MISSING OBSERVATIONS =    34
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Table 7
Appendix B

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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * *
   CUMHRATT                                                                  BY  GPA
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    GPA
          COUNT    I
          ROW PCT  ITHREED T TWOO TO   ONEO TO  LESS THA    ROW
          COL PCT  IO FOURO  NINED     ONENINE  N ONEO     TOTAL
          TOT PCT  I     1  I     2  I     3  I     4  I
CUMHRATT  --------I--------I--------I--------I--------I
                1  I    59  I    21  I    14  I    16  I    110
  ONE TO SIX       I  53.6  I  19.1  I  12.7  I  14.5  I   48.7
                   I  60.2  I  58.3  I  60.9  I  23.2  I
                   I  26.1  I   9.3  I   6.2  I   7.1  I
                  -I--------I--------I--------I--------I
                2  I    23  I     8  I     4  I    17  I     52
  SEVN TO FIFTEEN  I  44.2  I  15.4  I   7.7  I  32.7  I   23.0
                   I  23.5  I  22.2  I  17.4  I  24.6  I
                   I  10.2  I   3.5  I   1.8  I   7.5  I
                  -I--------I--------I--------I--------I
                3  I     9  I     5  I     3  I     4  I     21
  SIXTEEN TO THIRT I  42.9  I  23.8  I  14.3  I  19.0  I    9.3
                   I   9.2  I  13.9  I  13.0  I   5.8  I
                   I   4.0  I   2.2  I   1.3  I   1.8  I
                  -I--------I--------I--------I--------I
                4  I     6  I     2  I     2  I     0  I     10
  THRTYONE OR MORE I  60.0  I  20.0  I  20.0  I    .0  I    4.4
                   I   6.1  I   5.6  I   8.7  I    .0  I
                   I   2.7  I    .9  I    .9  I    .0  I
                  -I--------I--------I--------I--------I
                5  I     1  I     0  I     0  I    32  I     33
  NONE             I   3.0  I    .0  I    .0  I  97.0  I   14.6
                   I   1.0  I    .0  I    .0  I  46.4  I
                   I    .4  I    .0  I    .0  I  14.2  I
                  -I--------I--------I--------I--------I
          COLUMN        98        36        23        69      226
           TOTAL      43.4      15.9      10.2      30.5    100.0

   7 OUT OF    20 (    .0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THA
MINIMUM EXPECTED CELL FREQUENCY =  1.018
RAW CHI SQUARE =    89.21542 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =    .0000
CRAMER'S V =    .36275

NUMBER OF MISSING OBSERVATIONS =    35
```

Table 8
Appendix B

Appendix B

Table 9

Major Miscellaneous Reasons for Withdrawing

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Personal	53(20.4)	22(8.6)	186(70.9)
Job Conflicts	46(17.7)	40(15.4)	175(66.8)
Needs Served Elsewhere	32(12.3)	15(5.6)	214(82.1)
Temporary Burn Out	31(11.8)	38(14.6)	192(73.6)
Transfer to Another College	26(9.8)	7(2.8)	228(87.4)

N = 261

Table 10

Problems and Course Choice as Reasons for Withdrawing

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Inconvenient Time	39(14.9)	32(12.2)	190(72.8)
Course Wanted Not Offered	36(13.8)	26(9.8)	189(76.4)
Course Closed at Regis.	17(6.7)	18(7.0)	226(86.2)
Courses Won't Help Goals	16(6.2)	27(10.2)	218(83.5)

N = 261

Table 11

Impact of Changed Goals on Withdrawing

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Lost Interest in Education	34(13.0)	35(13.4)	192(73.6)
College Met Goals	28(10.6)	11(4.4)	222(85.0)
New Goals, No Need Education	20(7.8)	30(11.4)	211(80.7)
Requirements Don't Fit Goal	19(7.1)	15(5.6)	227(87.4)

N = 261

Table 12

Financial Reasons for Withdrawing

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Need to Divert Money	33(12.6)	26(9.8)	202(77.6)
No Tuition Deferment	19(7.1)	12(4.7)	230(88.2)
Texts Cost tooMuch	16(6.2)	33(12.6)	212(81.1)
Don't Qualify for Aid	7(2.8)	5(2.0)	249(95.2)

N = 261

Table 13

Course Design as Reasons for Withdrawing

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Class Activity No Help	10(4.0)	28(10.6)	223(85.4)
Labs Poorly Equipped or Planned	10(4.0)	19(7.1)	232(89.0)
Projects too Demanding	9(3.6)	23(8.7)	229(87.8)
Texts too Hard	8(3.2)	23(9.0)	230(87.8)
Course/Description Mismatch	5(2.0)	19(7.2)	237(90.9)

N = 261

Table 14

Poor Support Services Contributing to Withdrawl

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Insuff. Help at Regis.	6(2.4)	33(12.6)	222(85.0)
Class Text Not Available	6(2.4)	12(4.7)	243(92.9)
Lab Material No Help	10(.4)	16(6.3)	235(93.3)
Offices Not Open	3(1.2)	19(7.4)	239(91.3)
Lab Staff Not Helpful	21(.8)	14(5.5)	226(93.7)

N = 261

Table 15

Course Content Problems Influencing Withdrawl

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Didn't Want the Material Covered	9(3.6)	22(8.6)	230(87.8)
Lectures too Hard	8(3.2)	28(10.6)	225(86.2)
Material too Easy	4(1.6)	20(7.8)	237(90.6)

N = 261

Table 16

Influence of Instruction Quality on Withdrawing

Reason	Strong Influence N/%	Weak Influence N/%	No Influence N/%
Instructor Not Knowledgeable	9(3.6)	29(11.0)	223(85.4)
Instructor Not Available	6(2.4)	27(10.2)	228(87.4)
Instructor Rambles	3(1.2)	22(8.6)	236(90.2)

N = 261

APPENDIX C

SUMMARY 8101, 8201, 8202

Social Sciences	% No Grade	% Withdrew	Total NG & W	% "Ds & Fs"	% Total D,F,NG & W	Total Enrolled
Crim. Just.	11%	7%	18%	6%	24%	176
Anthropol.	18%	8%	26%	4%	30%	81
Econ.	16%	6%	22%	12%	34%	830
Educ.	15%	7%	23%	20%	43%	291
Geography	23%	6%	29%	11%	40%	62
History	12%	7%	19%	12%	31%	651
Human Svcs.	12%	6%	18%	2%	20%	114
Park Mngt.	13%	6%	19%	7%	26%	319
Pol. Sci.	24%	7%	31%	7%	38%	174
Psychology	17%	6%	23%	14%	37%	1447
Recreation	24%	10%	34%	4%	38%	29
Sociology	16%	7%	23%	11%	34%	573
Division Average	17%	7%	24%	9%	33%	4747
Humanities						
Art	18%	7%	25%	7%	32%	676
Communications	18%	6%	24%	9%	33%	796
Drama	17%	10%	27%	1%	28%	149
Dev. Eng.	17%	13%	30%	14%	44%	462
English	21%	11%	32%	12%	44%	2918
Language	16%	14%	30%	12%	42%	240
Music	16%	7%	23%	8%	31%	379
Philosophy	16%	14%	30%	11%	41%	166
Photography	15%	7%	22%	6%	28%	239
Stud. Dev.	17%	8%	25%	10%	35%	261
Division Average	**17%**	**8%**	**25%**	**9%**	**36%**	**6286**
Business						
Business	16%	9%	25%	14%	39%	3426
Data Processing	18%	9%	27%	12%	39%	2482
Sec. Science	22%	6%	28%	12%	40%	719
Division Average	19%	8%	27%	13%	40%	6627
Physical Science						
Aviation	9%	1%	10%	2%	12%	600
Prep. Chem.	23%	15%	38%	19%	57%	135
Chemistry	19%	13%	32%	10%	42%	386
Electronics	16%	12%	28%	12%	40%	429
Engineering	19%	7%	26%	13%	39%	254
Math Lab	17%	6%	23%	15%	38%	569
Mathematics	20%	15%	35%	15%	50%	2009
Physical Sci.	18%	8%	26%	13%	39%	259
Division Average	18%	10%	28%	12%	40%	5070

SUMMARY 8101, 8201, 8202 cont.

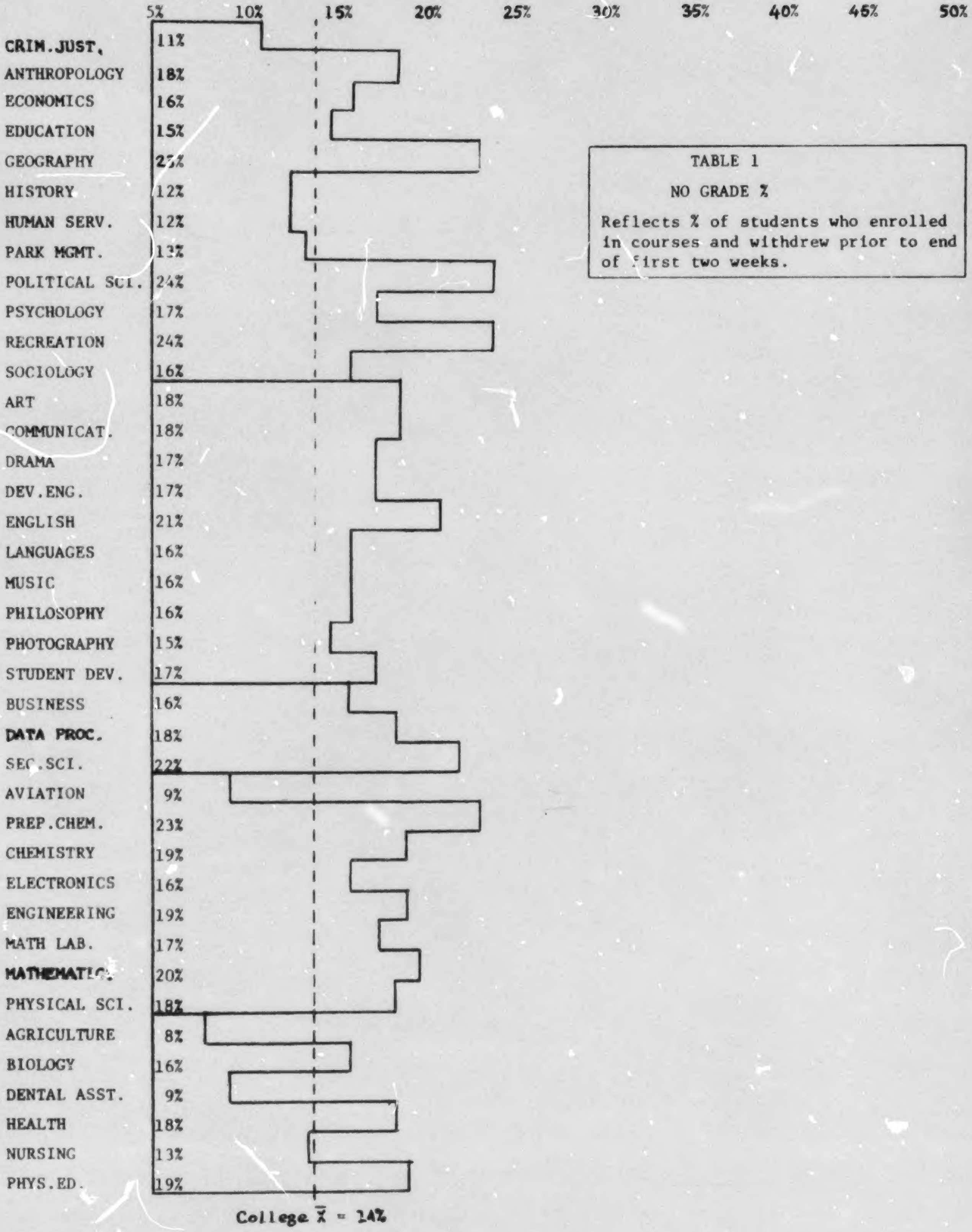
Life Sciences	% No Grade	% Withdrew	Total NG & W	% "Ds & Fs"	% Total D,F,NG & W	Total Enrolled
Agriculture	8%	3%	11%	7%	18%	102
Biology	16%	8%	24%	14%	38%	1054
Dental Asst.	9%	10%	19%	6%	25%	135
Health	18%	4%	22%	7%	29%	307
Nursing	13%	2%	15%	4%	19%	471
Physical Ed.	19%	7%	26%	5%	31%	1007
Division Average	14%	6%	20%	7%	27%	3076
College Average	14%	8%	22%	10%	35%	25806

Appendix C

TABLE 1

NO GRADE %

Reflects % of students who enrolled in courses and withdrew prior to end of first two weeks.



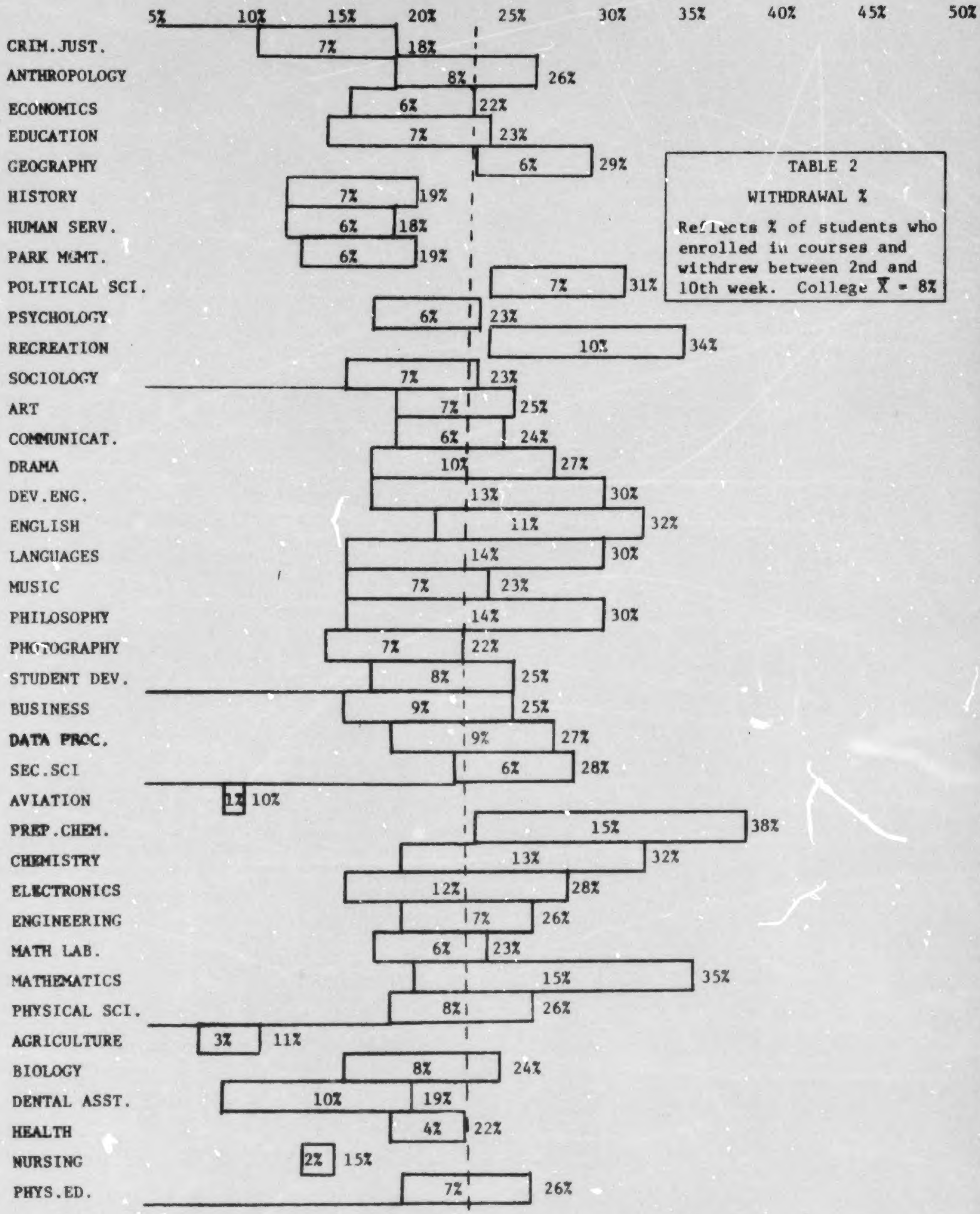


TABLE 2

WITHDRAWAL %

Reflects % of students who enrolled in courses and withdrew between 2nd and 10th week. College $\overline{X}$ = 8%

College $\overline{X}$ for No Grade & Withdrawal = 22%

Appendix C

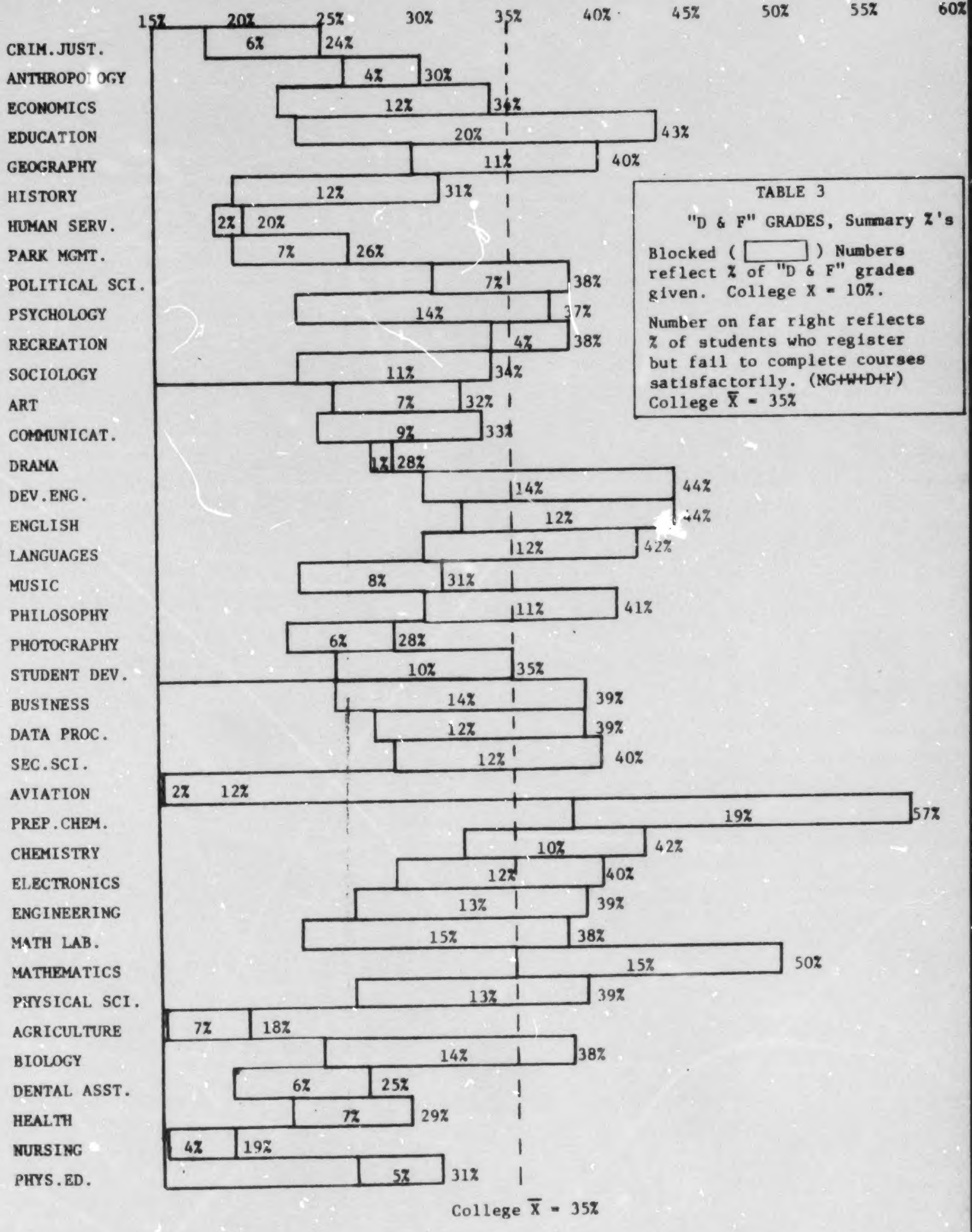


TABLE 3

"D & F" GRADES, Summary %'s

Blocked (☐) Numbers reflect % of "D & F" grades given. College X = 10%.

Number on far right reflects % of students who register but fail to complete courses satisfactorily. (NG+W+D+F) College $\overline{X}$ = 35%

APPENDIX D

ADULT LEARNER NEEDS ASSESSMENT SURVEY

DIRECTIONS: The Adult Learner Needs Assessment Survey is an untimed questionnaire designed to evaluate the education-related needs of adult learners. By answering the following questions, you will assist college officials in identifying and developing programs and services that better address the needs of individuals like yourself.

The information you supply on this questionnaire will be kept confidential. Your name, address, telephone number, and Social Security number will enable college personnel to identify your responses and contact you directly. The data you supply will be used for research purposes and will not be individually listed on any report. If, however, any question requests information that you do not wish to provide, feel free to omit it.

Please use a soft-lead (No. 1 or 2) pencil to fill in the ovals indicating your responses. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you. If this is the case, skip these items. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response for each item.

PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by filling in your name, address, and telephone number in Block A. Next, write your Social Security number in the large boxes at the top of Block B, and blacken the appropriate oval in the column below each box. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A NAME, ADDRESS, AND TELEPHONE NUMBER

Name ____________________

Street Address ____________________

City ____________________ State ________ Zip Code ________

Telephone ____________________

B SOCIAL SECURITY NUMBER (Identification Number)

①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪

C AGE

○ 19 or Under
○ 20-22
○ 23-25
○ 26-29
○ 30-34
○ 35-39
○ 40-44
○ 45-49
○ 50-54
○ 55-61
○ 62 and Over

D RACIAL/ETHNIC GROUP

○ Afro-American/Black
○ American Indian, Alaskan Native
○ Caucasian-American/White
○ Mexican-American/Chicano
○ Asian-American, Oriental, Pacific Islander
○ Puerto Rican, Cuban, Other Hispanic Origin
○ Other
○ Prefer Not to Respond

E SEX

○ Male
○ Female

F MARITAL STATUS

○ Single (Never Married)
○ Married
○ Divorced
○ Separated
○ Widowed
○ Prefer Not to Respond

G NUMBER OF DEPENDENT CHILDREN CURRENTLY LIVING IN YOUR HOME

○ None
○ 1
○ 2
○ 3
○ 4 or more

H WHAT IS THE *HIGHEST* LEVEL OF FORMAL EDUCATION THAT YOU HAVE COMPLETED? (Select Only ONE)

○ Attended Elementary School
○ Completed Elementary School
○ Attended High School
○ Completed High School
○ Obtained High School Equivalent Degree (GED)
○ Took Vocational/Technical School Courses
○ Completed a Vocational/Technical School Program
○ Attended College (2-Yr. College, University, etc.) but Did Not Complete a Degree
○ Received Associate Degree
○ Received Bachelor's Degree
○ Received Master's Degree
○ Received PhD or Professional Degree

I HOW LONG HAS IT BEEN SINCE YOU WERE LAST ENROLLED IN COURSES FOR CREDIT? (To the Nearest Year)

○ I'm Currently Enrolled in Course(s) for Credit
○ Less Than 1 Year
○ 1 Year
○ 2-3 Years
○ 4-6 Years
○ 7-10 Years
○ More Than 10 Years

J WHAT IS YOUR CURRENT ANNUAL FAMILY INCOME? (Include Both Taxable and Nontaxable Income)

○ Less Than $6,000
○ $6,000 to $8,999
○ $9,000 to $11,999
○ $12,000 to $14,999
○ $15,000 to $17,999
○ $18,000 to $20,999
○ $21,000 to $23,999
○ $24,000 to $26,999
○ $27,000 to $29,999
○ $30,000 to $34,999
○ $35,000 to $39,999
○ $40,000 to $44,999
○ $45,000 to $50,000
○ Over $50,000
○ Prefer Not to Respond

K WHICH ONE OF THE FOLLOWING *BEST* DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)

○ Employed (Including Full-Time and Part-Time Employment, Self-Employment, Farming, etc.)
○ Continuing My Education (College, Vocational School, etc.)
○ Serving in the Armed Forces
○ Caring for a Home/Family
○ Unemployed
○ Retired
○ Other

L IF YOU ARE CURRENTLY EMPLOYED, PLEASE INDICATE YOUR TYPE OF OCCUPATION (If Not Employed, Leave this Question Blank.)

○ Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)
○ Craftsman or Foreman (Carpenter, Bricklayer, etc.)
○ Farmer/Rancher
○ Laborer (Construction Worker, Longshoreman, etc.)
○ Machine or Vehicle Operator
○ Professional/Technical (Lawyer, Teacher, Administrator, Medical Technician, etc.)
○ Proprietor/Manager, Business Owner
○ Sales Worker (Retail Sales, Insurance Sales, etc.)
○ Service Worker (Janitor, Cook, etc.)
○ Other

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Please respond to each of the following questions dealing with your educational plans by blackening the single most appropriate oval in each case. If a question does not apply to you, leave it blank. If you mark "No" or "Undecided" to the first question, skip the remainder of this page and go on to page 3 of this questionnaire.

A ARE YOU CURRENTLY PLANNING TO CONTINUE YOUR EDUCATION? (Vocational School, College, Correspondence Course, etc.)

○ No } (SKIP TO PAGE 3 OF THIS QUESTIONNAIRE)
○ Undecided }
○ Yes (Continue with This Section)

NOTE: If you marked "No" or "Undecided" to the previous question, skip the remainder of this page and go on to pages 3 and 4 of this questionnaire.

If you marked "Yes" to the previous question, complete the remainder of this page and then go on to pages 3 and 4 of this questionnaire.

B INDICATE WHETHER EACH OF THE FOLLOWING IS A MAJOR REASON, MINOR REASON, OR NOT A REASON THAT YOU DECIDED TO CONTINUE YOUR EDUCATION.

MAJOR REASON	MINOR REASON	NOT A REASON	
○	○	○	To Obtain a Higher Degree
○	○	○	For Personal Satisfaction or Happiness
○	○	○	To Obtain or Maintain a Certification
○	○	○	To Meet Job Requirements or Improve Job Skills
○	○	○	For General Self-Improvement
○	○	○	To Meet New People
○	○	○	To Become Better Educated and Informed
○	○	○	To Improve My Income
○	○	○	To Learn a New Occupation
○	○	○	To Learn How to Solve Personal or Community Problems

C INDICATE WHETHER EACH OF THE FOLLOWING WILL BE A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR EDUCATION.

MAJOR SOURCE OF FUNDS	MINOR SOURCE OF FUNDS	NOT A SOURCE OF FUNDS	
○	○	○	Personal Earnings
○	○	○	Other Family Income
○	○	○	Personal or Family Savings
○	○	○	Funds from Relatives or Friends
○	○	○	Social Security Benefits
○	○	○	Veteran's Benefits
○	○	○	Educational Grants (BEOG, SEOG, Private Grants, etc.)
○	○	○	Scholarships (Private, Federal, College, etc.)
○	○	○	Student Loans (NDSL, Guaranteed Student Loan, etc.)
○	○	○	Other Loans (Bank Loans, etc.)
○	○	○	Reimbursement by Employer

D WHICH TYPE OF ENROLLMENT STATUS DO YOU PREFER?

○ Full-Time Status
○ Part-Time Status

E WHICH OF THE FOLLOWING TYPES OF CLASSES IS *MOST* CONVENIENT FOR YOU TO ATTEND? (Select Only ONE)

○ Morning Classes
○ Classes Offered Over Noon Hour
○ Afternoon Classes
○ Evening Classes
○ Weekend Classes
○ No Preference

F HOW FREQUENTLY DO YOU FEEL EACH OF YOUR COURSES SHOULD MEET?

○ Once Weekly
○ Twice Weekly
○ 3 or 4 Times Weekly
○ 5 or More Times Weekly
○ Other
○ No Preference

G WHICH TYPE OF CLASS DO YOU PREFER?

○ A Class Composed Primarily of Adult Students
○ A Class with Students of Mixed Ages
○ No Preference

H WHERE DO YOU PREFER TO ATTEND CLASSES?

○ At an On-Campus Location (College Classroom, Industrial Arts Center, etc.)
○ At an Off-Campus Location Near Home or Job (Office Building, High School Classroom, etc.)
○ No Preference

I WHICH TYPE OF CLASS FORMAT DO YOU *MOST* PREFER? (Select Only ONE)

○ Traditional Lecture Format
○ Small-Group Format
○ Independent Study Format (Self-Paced Study)
○ Laboratory or Shop Format (with Hands-On Experience)
○ Private Tutor Format
○ Correspondence Course Format
○ Other Format
○ No Preference

[illegible] THE LIST OF COLLEGE [illegible] IF YOU PLAN TO [illegible] MORE THAN ONE MAJOR [illegible] OF STUDY, SELECT THE [illegible] THAT BEST [illegible] EDUCATIONAL PROGRAM.)

J INDICATE YOUR PLANNED AREA OF STUDY

①	①	①
②	②	②
③	③	③
	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨
⓪	⓪	⓪

K INDICATE YOUR OCCUPATIONAL CHOICE

①	①	①
②	②	②
③	③	③
	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨
⓪	⓪	⓪

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PAGE 3

MAKE NO STRAY MARKS ON THIS FORM

SECTION III—PERSONAL AND EDUCATIONAL NEEDS

For each of the items listed in this section, blacken the oval that best indicates your educational or personal needs. Mark the first column if you feel that you need a lot of assistance in the area described in the item. Mark the last column if the item is not important or does not apply to you. Mark only ONE oval for each item.

	I need a **lot** of help in this area	I need a **medium** amount of help in this area	I need a **little** help in this area	This area is important, but I need **no further help**.	This area is **not important** or **does not apply** to me	
EXAMPLES	○	○	●	○	○	A. Developing independence
	○	○	○	○	●	B. Learning how to concentrate better
	●	○	○	○	○	C. Getting out of bed in the morning
LIFE SKILLS DEVELOPMENT	○	○	○	○	○	1. Increasing my skills in mathematics
	○	○	○	○	○	2. Improving my writing skills
	○	○	○	○	○	3. Developing my speaking ability
	○	○	○	○	○	4. Improving my understanding of what I read
	○	○	○	○	○	5. Increasing my reading speed
	○	○	○	○	○	6. Improving my study skills and habits
	○	○	○	○	○	7. Learning how to take tests better
	○	○	○	○	○	8. Developing and demonstrating confidence in myself
	○	○	○	○	○	9. Learning how to handle pressure from friends, family, instructors, or myself
	○	○	○	○	○	10. Learning how to better make decisions and solve personal problems
	○	○	○	○	○	11. Becoming more independent
	○	○	○	○	○	12. Setting goals in my life
	○	○	○	○	○	13. Learning how to manage my time better
	○	○	○	○	○	14. Learning how to budget money more wisely
	○	○	○	○	○	15. Learning how to maintain my physical and mental health
	○	○	○	○	○	16. Understanding my rights and responsibilities as a consumer
	○	○	○	○	○	17. Learning effectively on my own
	○	○	○	○	○	18. Learning how to use my leisure time to get more out of life

	I need a **lot** of help in this area	I need a **medium** amount of help in this area	I need a **little** help in this area	This area is important, but I need **no further help**.	This area is **not important** or **does not apply** to me	
CAREER DEVELOPMENT (EXPLORING, PLANNING, WORKING)	○	○	○	○	○	19. Identifying my strengths and abilities
	○	○	○	○	○	20. Identifying career areas which will fit my current skills, abilities, and interests
	○	○	○	○	○	21. Learning about job opportunities in my career interest areas
	○	○	○	○	○	22. Learning more about training requirements for jobs I'm interested in
	○	○	○	○	○	23. Learning about the income potentials of jobs in my career interest areas
	○	○	○	○	○	24. Learning where to get the training necessary for jobs in my career interest areas
	○	○	○	○	○	25. Getting some full-time job experience in a new career area
	○	○	○	○	○	26. Arranging to discuss my career interests with people employed in the same area
	○	○	○	○	○	27. Obtaining part-time work in my career interest area
	○	○	○	○	○	28. Learning how to find job openings
	○	○	○	○	○	29. Learning more about how to interview for a job
	○	○	○	○	○	30. Learning how to develop a personal vita or resume
	○	○	○	○	○	31. Learning what jobs are available near where I wish to live
EDUCATIONAL PLANNING	○	○	○	○	○	32. Getting advice about my educational plans
	○	○	○	○	○	33. Learning more about entrance requirements for educational programs that interest me
	○	○	○	○	○	34. Selecting an educational program to meet my interests and skills
	○	○	○	○	○	35. Learning more about enrollment procedures (registration, fee payment, etc.)
	○	○	○	○	○	36. Learning more about financial aid for students my age
	○	○	○	○	○	37. Obtaining help with college re-entry procedures
	○	○	○	○	○	38. Learning more about graduation requirements
	○	○	○	○	○	39. Learning more about how to transfer prior credits
	○	○	○	○	○	40. Securing transportation to and from campus (car-pooling, mass transit, etc.)
	○	○	○	○	○	41. Learning how to make better use of library facilities
	○	○	○	○	○	42. Obtaining child care services

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I need a lot of help in this area.	I need a medium amount of help in this area	I need a little help in this area.	This area is important, but I need no further help.	This area is not important or does not apply to me		
○	○	○	○	○	43 Obtaining special services for physically handicapped students	ED. PLANNING (Continued)
○	○	○	○	○	44 Learning how to get around campus (parking, building names, etc.)	
○	○	○	○	○	45 Arranging a class schedule that will not conflict with my current job	
○	○	○	○	○	46 Obtaining access to college offices at times other than when I work	
○	○	○	○	○	47 Learning how to get course credit through nontraditional means (CLEP, job experience, etc.)	
○	○	○	○	○	48 Learning about noncredit courses that will meet my needs	
○	○	○	○	○	49. Learning how to work with my academic advisor	ASSOCIATIONS WITH OTHERS
○	○	○	○	○	50. Learning how to communicate better with instructors	
○	○	○	○	○	51 Learning how to relate better with younger students	
○	○	○	○	○	52 Getting along better with the people I work with	
○	○	○	○	○	53 Understanding and expressing my personal values	
○	○	○	○	○	54. Learning how to make more or closer friends	
○	○	○	○	○	55. Learning how to improve my personal appearance	
○	○	○	○	○	56. Getting my family interested in my education and career	
○	○	○	○	○	57 Coping with the problems of being a single parent	
○	○	○	○	○	58. Dealing with the problems of divorce or separation	
○	○	○	○	○	59. Raising children in today's complex society	
○	○	○	○	○	60. Gaining a better understanding of people of different races and cultural backgrounds	
○	○	○	○	○	61. Dealing with people who think and feel differently than I do	
○	○	○	○	○	62 Learning how to deal effectively with community problems	
○	○	○	○	○	63. Learning how to participate in governmental activities	
○	○	○	○	○	64. Dealing objectively with discrimination (race, sex, age, etc.)	
○	○	○	○	○	65 Coping with marital stresses and problems	
○	○	○	○	○	66 Dealing with the conflicts of job, family, and education	

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ
Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ

SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

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Appendix D

Table 1

Reasons for Continuing Education

Reason	Overall Rank	Male Rank	Female Rank	18-21 Age Rank	Over 21 Age Rank
To become better educated	1	1	1	1	1
To obtain a higher degree	2	3	2	2	6
To meet job requirements or improve job skills	3	2	5	4	4
To improve income	3	4	3	3	5
For general self improvement	4	5	6	7	2
For personal satisfaction	4	6	4	6	3
To learn a new occupation	5	7	7	5	7
To obtain certification	6	8	8	8	8
To solve personal and community problems	7	10	9	9	9
To meet new people	8	9	10	10	10

Table 2

Students Major Source of Educational Funds

Source	Number	Percent
Personal Earnings	223	49.7%
Other Family Income	92	20.5%
Personal/Family Savings	83	18.5%
Employer Reimbursement	69	15.4%
Veterans Benefits	34	7.6%
Educational Grants	34	7.6%
Student Loans	29	6.5%
Funds from Relatives	21	4.7%
Scholarships	18	4.0%
Non-Student Bank Loans	14	3.1%
Social Security	2	0.4%

Table 3

Ranking of Student Needs
Spring 1983

1. Increasing my skills in mathematics
2. Improving my writing skills
3. Learning about job opportunities
4. Improving my study skills and habits
5. Increasing my reading speed
6. Developing my speaking ability
7. Learning how to take tests better
8. Learning more about training requirements
9. Learning how to develop a vita or resume
10. Learning what jobs are available near home
11. Learning about the income potentials of jobs
12. Getting advice about my educational plans
13. Getting some job experience in a new area
14. Learning how to find job openings
15. Identifying career areas which fit my skills
16. Learning more about how to interview for a job
17. Developing confidence in myself
18. Improving my understanding of what I read
19. Learning where to get necessary training
20. Obtaining part-time work in my interest area
21. Arranging to discuss my career interests
22. Learning more about entrance requirements
23. Learning how to transfer prior credits
24. Selecting an educational program
25. Learning how to manage my time better
26. Learning how to get non-traditional credit
27. Learning how to handle pressure
28. Learning how to budget money wisely
29. Identifying my strengths and abilities
30. Learning more about financial aid
31. Setting goals in my life
32. Learning how to better make decisions
33. Understanding my consumer rights and responsibilities
34. Learning how to maintain my health
35. Learning effectively on my own
36. Learning how to use my leisure time
37. Learning more about graduation requirements
38. Learning how to communicate with instructors
39. Dealing with conflicts of job/family/education
40. Learning to better use library facilities
41. Learning how to participate in government
42. Becoming more independent
43. Learning how to work with academic advisor
44. Understanding and expressing personal values
45. Dealing with people who think differently
46. Learning more about enrollment procedures
47. Learning about non-credit courses.
48. Learning how to make more or closer friends
49. Learning how to deal with community problems
50. Obtaining help with college re-entry
51. Learning how to improve personal appearance
52. Dealing objectively with discrimination
53. Arranging a no-conflict class schedule
54. Raising children in today's complex society
55. Obtaining access to college offices
56. Getting my family interested in my education
57. Gaining an understanding of different races
58. Coping with marital stresses and problems
59. Learning how to relate with younger students
60. Getting along with the people I work with
61. Obtaining child care services
62. Learning how to get around campus
63. Securing transportation to and from campus
64. Coping with the problems of a single parent
65. Dealing with the problems of divorce
66. Obtaining services for a physical handicap

Table 4

Ranking of Association Needs

Overall Rank	Category Rank	Needs
38	1.	Learning How to Communicate With Instructors
39	2.	Dealing With Conflicts Regarding Jobs and Family
41	3.	Learning How to Participate in Government
43	4.	Learning How to Work With an Academic Advisor
44	5.	Expressing/Understanding Personal Values
45	6.	Dealing With People Who Think Differently
48	7.	Learning How to Make Closer Friends
49	8.	Learning How to Deal With Community Problems
51	9.	Learning How to Improve Personal Appearance
52	10.	Dealing Objectively With Discrimination
54	11.	Raising Children
56	12.	Obtaining Family Interest in Education
57	13.	Gaining an Understanding of Different Races
58	14.	Coping With Marital Stresses
59	15.	Learning How to Relate to Younger Students
60	16.	Getting Along With People at Work
64	17.	Coping With the Problems of Single Parenting
66	18.	Dealing With the Problems of Divorce

APPENDIX E

SRC STUDENT REACTIONS TO COLLEGE

Community and Junior College Programs
Princeton, New Jersey 08540

STUDENT REACTIONS TO COLLEGE

This questionnaire gives two-year college students a means of stating their views about their college experiences. It lets you express yourself about things you consider valuable, and about other things that are less valuable or irritating. The results can help faculty members, administrators, and students know better what is going well at your institution, and what needs changing.

The important results are in what groups of students say, so identification of individual students is not necessary. Please do not put your name on the booklet.

Statements in the booklet describe experiences or situations that have been important to many community and junior college students. Please state your views about each of them by blackening the one oval that comes closest to indicating your own experience or point of view. Use a soft lead pencil (preferably No. 2) for all responses to the questionnaire. Do not use an ink or ball-point pen.

Follow the directions for each section, and try to answer all questions, keeping in mind your experiences at this college this term.

Your college is interested in what you think.

uring the present term my instructors have . . .	Almost never 1	Sometimes 2	Often 3	Almost always 4
1. been available outside class at times convenient to me.	①	●	③	④
2. been easy to talk to.	①	②	●	④
3. had trouble understanding the students' problems.	①	●	③	④
4. geared their instruction to the students' interests and abilities.	①	②	●	④
5. been unable to explain something in a way I could understand it.	①	●	③	④
6. respected student points of view different from their own.	①	●	③	④
7. presented more in class than I learned from assigned readings.	●	②	③	④
8. really listened to student questions and discussions in class.	①	●	③	④
9. done little more than put out the material, leaving me to get it as best I can.	①	②	③	④
10. expected more outside work than I have time for.	①	②	③	④
11. treated all their students fairly.	①	②	③	④
12. been clear about what they expected of students.	①	②	③	④
13. piled on the work as though theirs is the only course I have.	①	②	③	④
14. allowed students a reasonable amount of freedom in the way course assignments are carried out.	①	②	③	④
15. returned exams and papers with grades, corrections, or comments soon enough to be helpful.	①	②	③	④
16. given detailed comments about papers, exams, or other material I've turned in.	①	②	③	④
17. taught over the heads of their students.	①	②	③	④

Go on to next page.

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During the present term I have . . .	No 1	Yes, once 2	Yes, twice or more 3
18. participated in a course-related activity off the campus.	①	②	③
19. talked about course work for at least 15 minutes with an instructor outside of class time.	①	②	③
20. done badly on a test.	①	②	③
21. got help on coursework from a faculty member outside class.	①	②	③
22. had to buy a textbook that was not really necessary.	①	②	③
23. been unable to use the library when I needed to because it wasn't open.	①	②	③
24. had to go through a long, administrative process that seemed senseless to me.	①	②	③
25. had to go around and around from one office or person to another trying to get information.	①	②	③
26. talked with a counselor about my future plans.	①	②	③
27. taken time I should have spent on one course to catch up in another.	①	②	③
28. been inconvenienced by an administrative error.	①	②	③
29. talked with an instructor about things not connected with class.	①	②	③
30. looked through occupational information to learn about job possibilities for when I finish college.	①	②	③
31. taken tests to decide what kind of courses to take.	①	②	③
32. tried unsuccessfully to meet with my faculty adviser.	①	②	③
33. been given wrong or incomplete information about programs or courses by a college staff member.	①	②	③
34. gone to a meeting of a college organization or to an organized social activity at the college.	①	②	③
35. faced a problem involving housing, a job, sources of financial aid, transportation, or something else connected with going to college that the college should have helped me with but didn't.	①	②	③
36. felt that a faculty or staff member didn't understand what I was saying.	①	②	③
37. got help from a faculty or staff member with a problem I was having in college.	①	②	③
38. tried unsuccessfully to meet with a counselor.	①	②	③
39. looked seriously without success for part-time or temporary work.	①	②	③

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uring the present term I have . . .	No 1	Yes, once 2	Yes, twice or more 3
0. thought seriously about dropping out because of money problems.	①	②	③
1. been kept from something I wanted to do because of what seemed to be an unnecessary regulation.	①	②	③
2. been angered by something the college administration did.	①	②	③

uring the present term I have . . .	Almost never 1	Sometimes 2	Often 3	Almost always 4
3. known how well I was doing in my courses before I got a grade.	①	②	③	④
4. had assignments from my instructors that were really only busy-work.	①	②	③	④
5. been bored in class.	①	②	③	④
6. been in a class that just went over material I already knew.	①	②	③	④
7. felt left behind in a class.	①	②	③	④
8. felt frustrated because the class wasn't moving fast enough.	①	②	③	④
9. had trouble concentrating on what I was supposed to be studying.	①	②	③	④
0. had so much reading to do that I didn't have time to really understand it.	①	②	③	④
1. been able to get help with studies when I've needed it.	①	②	③	④
2. found I couldn't understand what I was studying even though I thought I understood it earlier in class.	①	②	③	④
3. felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff.	①	②	③	④
4. had problems getting to and from the campus.	①	②	③	④
5. had to study so much that I haven't had time to relax and enjoy college.	①	②	③	④

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How do you feel about each of the following:	I strongly oppose 1	Oppose 2	Indifferent or uncertain 3	Favor 4	I strongly favor 5
56. Course assignments where several students work together.	①	②	③	④	⑤
57. At least one course based on independent study.	①	②	③	④	⑤
58. The best students and the slower students taught in separate classes.	①	②	③	④	⑤
59. Grades based on day-to-day work instead of totally on a few big exams or papers.	①	②	③	④	⑤
60. End-of-course grades that tell me how well I did compared with other students.	①	②	③	④	⑤
61. Small classes meeting once a week instead of large classes meeting more often.	①	②	③	④	⑤
62. Classes that stay on the course schedule even if some students get left behind or lose interest.	①	②	③	④	⑤
63. At least one course in which I am not graded.	①	②	③	④	⑤
64. Course credit based on passing an exam without having to take the course.	①	②	③	④	⑤
65. Practical experience in actual job situations even if it takes me longer to finish college.	①	②	③	④	⑤
66. Class experiences out in the community or away from the college.	①	②	③	④	⑤
67. A student-run office, supported by student fees, for advice on housing, living expenses, drugs, birth control, abortion, and other nonacademic concerns of students.	①	②	③	④	⑤
68. Cultural events on campus—art exhibits, theater, concerts, etc.	①	②	③	④	⑤
69. No grades at all; just written comments by my instructors.	①	②	③	④	⑤
70. Classes without texts or assignments, organized around informal discussions.	①	②	③	④	⑤
71. Activities designed for married students or older students.	①	②	③	④	⑤

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What is your view of each of the following statements? n general . . .	Definitely not 1	No 2	Indifferent or uncertain 3	Yes 4	Definitely yes 5
72. my courses are pretty closely tied to my future job plans.	①	②	③	④	⑤
73. I'm doing well in my major field.	①	②	③	④	⑤
74. I know what I want to do when I finish here.	①	②	③	④	⑤
75. I've lost time toward a BA or BS degree because some of the courses I've taken won't count in a four-year college.	①	②	③	④	⑤
76. my occupational plans have changed since I started here.	①	②	③	④	⑤
77. I know as much as I need to know about four-year colleges and their requirements.	①	②	③	④	⑤
78. the college gives me pretty much what I want.	①	②	③	④	⑤
79. I've never learned to study well enough to handle the work in the time I have.	①	②	③	④	⑤
80. student publications are too tightly controlled by the administration.	①	②	③	④	⑤
81. the rules and regulations are pretty relaxed here; nobody feels hassled.	①	②	③	④	⑤
82. organized social activities at the college are not necessary because enough is going on in the surrounding area.	①	②	③	④	⑤
83. I would prefer a field of study with more definite job possibilities than my present field.	①	②	③	④	⑤
84. rules and regulations that affect me are made by the administration without enough consultation with students.	①	②	③	④	⑤
85. students here have a reasonable role in deciding what services are paid for from student fees.	①	②	③	④	⑤
86. a handful of students run things here.	①	②	③	④	⑤
87. students here don't care about much except getting through with college.	①	②	③	④	⑤
88. the campus is a place where students just go to class; not much else happens here.	①	②	③	④	⑤
89. food services on the campus are adequate for my needs.	①	②	③	④	⑤
90. I have had problems getting acceptable housing.	①	②	③	④	⑤
91. where I live I feel cut off from the campus.	①	②	③	④	⑤

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Go on to next page.

What is your view of each of the following statements? In general . . .	Definitely not 1	No 2	Indifferent or uncertain 3	Yes 4	Definitely yes 5
92. I have had to spend time learning math that I should have known.	①	②	③	④	⑤
93. The college does as much as it can to hire students or their spouses in its clerical and maintenance jobs.	①	②	③	④	⑤
94. I'm uncertain about what I'm getting from college.	①	②	③	④	⑤
95. I would change my field of study if I wouldn't be delayed finishing college.	①	②	③	④	⑤
96. the college has been a friendly, comfortable place to be.	①	②	③	④	⑤
97. registration procedures were a real burden.	①	②	③	④	⑤
98. I got the courses I wanted.	①	②	③	④	⑤
99. the struggle of getting started lasted too long into the term.	①	②	③	④	⑤
100. required courses in my major field kept me from taking other courses I would have liked.	①	②	③	④	⑤
101. I'm here for the classes; I don't need the non-curricular activities.	①	②	③	④	⑤
102. costs of books and supplies have been a problem.	①	②	③	④	⑤
103. I've begun to think the program of courses I'm taking is not really what I want.	①	②	③	④	⑤
104. I've been well satisfied with the services of the college library.	①	②	③	④	⑤
105. I've been well satisfied with the services of the college book store.	①	②	③	④	⑤
106. it's very hard for students here to get their concerns known and acted on.	①	②	③	④	⑤
107. I feel I can't lay down a book or anything else on campus for fear it will be stolen.	①	②	③	④	⑤

Go on to next page.

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What is your view of each of the following statements? In general . . .	Almost never 1	Sometimes 2	Often 3	Almost always 4
108. I've had trouble deciding what courses to take.	①	②	③	④
109. Students here are given the respect and responsibility of adults.	①	②	③	④
110. Information about what's going on at school has been easy to get.	①	②	③	④
11. The student government effectively represents my point of view.	①	②	③	④
12. I feel unsafe on the campus after dark.	①	②	③	④

This term I have . . .	No 1	Yes, one course 2	Yes, two or more courses 3
13. dropped a course because it wasn't what I wanted.	①	②	③
14. been kept out of a course I wanted because I didn't meet the requirements.	①	②	③
15. had to take a course below the level of one I wanted and could have handled.	①	②	③
16. been trapped by rigid drop and add requirements in a course I found I didn't need or want.	①	②	③
17. been prevented by scheduling problems from taking a course required in my field.	①	②	③
18. missed a course I needed because it wasn't available.	①	②	③
19. taken a required course that's been a waste of time.	①	②	③
20. had a course where the instructor consistently came to class unprepared.	①	②	③
21. got so far behind in a course, without realizing it, that I never really caught up.	①	②	③
22. been in a course slanted too heavily toward students going into a job in that field.	①	②	③
23. taken a course geared too much to students planning to go to a four-year college.	①	②	③
24. had a course I thought would be dull turn out to be interesting.	①	②	③
25. had a course I thought would be interesting turn out to be dull.	①	②	③
26. had a course that was taught too much like high school courses.	①	②	③

Go on to next page.

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How do you feel about the following statements?	Definitely not 1	No 2	Indifferent or undecided 3	Yes 4	Definitely yes 5
127. I need someplace on campus where I can study with other students.	①	②	③	④	⑤
128. I need someplace on campus where I can study without being disturbed.	①	②	③	④	⑤
129. I need more information about what the job situation will be like when I leave here.	①	②	③	④	⑤
130. I need a child care center on or near the campus.	①	②	③	④	⑤
131. I need a locker on campus, which I don't have now.	①	②	③	④	⑤
132. I need help finding a temporary or part-time job.	①	②	③	④	⑤

The college should . . .	Definitely not 1	No 2	Indifferent or undecided 3	Yes 4	Definitely yes 5
133. limit more library books to one-day circulation so they would be available to more students.	①	②	③	④	⑤
134. stock more copies of texts and other required books in the library for rental by the day or week.	①	②	③	④	⑤
135. cut down the time students spend filling out forms by computerizing the routine administrative work.	①	②	③	④	⑤
136. cut out compulsory student fees, such as those for student activities, intercollegiate athletics, the student newspaper, etc.	①	②	③	④	⑤
137. use more part-time employees so students could be hired.	①	②	③	④	⑤
138. offer more courses and programs for people in the community who are not regular students.	①	②	③	④	⑤
139. have student records and transcripts show only a list of the courses the student has passed, without grades.	①	②	③	④	⑤
140. record grades only in a student's major field, and just list the other courses a student has passed.	①	②	③	④	⑤
141. let students enroll in classes they feel they can handle, regardless of test scores or prerequisites	①	②	③	④	⑤
142 add several days at the beginning of the term to allow students more time to work out their programs.	①	②	③	④	⑤

Go on to next page.

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he college should . . .	Definitely not 1	No 2	Indifferent or undecided 3	Yes 4	Definitely yes 5
43. let as many students as want to take any class with any instructor even if some classes become huge.	①	②	③	④	⑤
44. enforce campus regulations more firmly.	①	②	③	④	⑤
45. let student groups organize and meet on campus without having to get permission from the administration.	①	②	③	④	⑤
46. deny permission to speak on campus to nonstudents with extreme political or social views.	①	②	③	④	⑤
47. let students drop a course at any time without being given a failing grade.	①	②	③	④	⑤
8. take disciplinary action against students for illegal off-campus actions.	①	②	③	④	⑤
9. leave the control of students' out-of-class activities entirely to the students.	①	②	③	④	⑤
0. retain the present academic calendar.	①	②	③	④	⑤

LOCAL OPTION SECTION

Please answer (in the spaces below) any extra questions that may have been provided by your college, and then turn to the next page and complete the information questions there. If no extra questions are provided by your college go directly to page 11 and complete the information questions.

151.	○	○	○	④	○	161.	①	○	○	④	○
152.	○	○	○	○	○	162.	○	○	○	○	○
153.	○	○	○	○	○	163.	○	○	○	○	○
154.	○	○	○	○	○	164.	○	○	○	④	○
155.	○	○	○	○	○	165.	○	○	○	○	○
156.	○	○	○	○	○	166.	①	○	○	○	○
157.	○	○	○	○	○	167.	○	○	○	○	○
158.	○	○	○	○	○	168.	①	○	○	④	○
159.	○	○	○	○	○	169.	①	○	○	④	○
160.	○	○	○	○	○	170.	①	○	○	④	○

Go on to next page.

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Please mark *one* answer for each of the information questions below. This information *will not* be used to identify students, but will be used only to provide general information.

171. Subgroups--*one response only*
Instructions will be given by your college for marking this subgroup item. If instructions are not given, leave this question blank, but answer the other information questions on this page.

○ one
○ two
○ three
○ four
○ five

172. Sex:

○ Male
○ Female

173. Age:

○ 24 or under
○ 25 or over

174 Employment:

○ Not Employed
○ Employed part-time
○ Employed full-time

175. Ethnic group:

○ Asian-American, Oriental
○ Black, Afro-American, Negro
○ French-Canadian
○ Mexican-American, Chicano
○ Hispano-Americano Latino
○ Puerto Rican
○ White, Caucasian
○ Other ____________

176. When do you usually have your classes?

○ During the day
○ Late afternoons or evenings

177. For how many credits are you currently enrolled?

○ Fewer than 9
○ 9–11
○ 12–15
○ More than 15

178. What does completion of your program usually lead to?

○ Four-year or higher degree
○ Two-year degree
○ Certificate or diploma
○ No formal educational certificate
○ Uncertain

179. What is your major field or course of study? Please mark the *one* field that seems closest to yours. (Some examples are given in parentheses)

○ *Undecided*
○ *Business* (accounting, marketing, secretarial, hotel and restaurant services)
○ *Communication* (broadcasting, journalism, public relations, advertising, film making)
○ *Technology* (data processing, engineering technology, drafting, optics)
○ *Trade and Industry* (auto mechanics, plumbing carpentry, machinist)
○ *Applied arts* (photography, fashion, interior design)
○ *Fine arts* (painting, theater, music, dance)
○ *Liberal arts and humanities* (languages, literature, ethnic studies, philosophy)
○ *Behavioral sciences* (psychology, sociology, anthropology)
○ *Social sciences* (economics, history, political science)
○ *Public services* (police science, public administration, social welfare, transportation, planning)
○ *Education* (elementary, secondary, special education)
○ *Health services* (medical technician, nursing, physical therapy, occupational therapy, speech therapy)
○ *Biological sciences* (biology, botany, physiology)
○ *Agriculture and natural resources* (ecology, forestry, landscape technology, wildlife management)
○ *Physical sciences and mathematics* (physics, chemistry, geology, statistics)
○ *Engineering and architecture*
○ *Home economics* (clothing and textiles, dietetics, home management, child care)
○ *Personal services* (cosmetology)
○ Other ____________________

Thank you

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Student Reactions to College
Demographic Profile

Table 1

Sex by Age

Sex	Under 21 N/%	Over 21 N/%
Male	83(16.5)	94(18.7)
Female	114(22.7)	153(30.5)
Total	197(39.2)	247(49.2)

No response to one or more items = 11.5%

Table 2

Employment by Age

Hours Worked	Under 21 N/%	Over 21 N/%
No Employment	63(12.5)	51(10.1)
Part-Time	108(21.5)	49(9.7)
Full-Time	27(5.3)	143(28.5)
Total	198(39.3)	243(48.3)

No response to one or more items = 12.4%

Table 3

Class Schedule by Age

Class Time	Under 21 N/%	Over 21 N/%
Day	167(33.3)	77(15.3)
Evening	29(5.7)	167(33.3)
Total	196(39.0)	244(48.6)

No response to one or more items = 12.4%

Table 4

Student Status by Age

Status	Under 21 N/5	Over 21 N/%
Part-Time	41(8.1)	180(35.9)
Full-Time	157(31.3)	65(12.9)
Total	198(39.4)	245(48.8)

No response to one or more items = 11.8%

APPENDIX F

CAMPUS RETENTION AUDIT

LEVEL OF AWARENESS

Please answer yes or no to the following questions to assess the level of retention awareness on campus.

1. Is retention identified as a campus-wide priority?
   Yes 8 No 5

2. Do you have a coordinator/director of retention?
   Yes 1 No 12

3. Do you have a retention task force?
   Yes 7 No 6

4. Do you know:

   a. How many full-time entering freshmen drop out during the first six weeks of their first term?
      Yes 0 No 13

   b. How many full-time entering freshmen are enrolled one year later?
      Yes 2 No 11

   c. Whether or not certain courses or departments have unusually high attrition?
      Yes 10 No 3

   d. The characteristics of students on your campus who are most dropout prone?
      Yes 6 No 7

   e. How many full-time entering freshmen graduate (in 3 years from a 2-year college, in 5 years from a 4-year college)?
      Yes 1 No 12

   f. Dropout reasons cited by students who leave your campus before completing their educational objectives?
      Yes 7 No 6

THE FOLLOWING DIRECTIONS APPLY TO ALL REMAINING AUDIT QUESTIONS. CONSIDER THE EXTENT TO WHICH EACH STATEMENT LISTED BELOW REFLECTS THE SITUATION ON YOUR CAMPUS. USING A SCALE OF 1 TO 5, RATE EACH STATEMENT AS INDICATED BELOW.

1	2	3	4	5
Don't know or does not apply	Not very accurate	Somewhat accurate	Accurate	Very accurate

CLIMATE FOR CHANGE

The following statements reflect a campus' readiness to initiate institutional changes designed to improve student retention.

5. There is visible evidence that the institution's chief executive officers are committed to improving retention on campus.
Rating: 3.2

6. There is visible evidence that the institution's chief academic leadership is committed to improving retention on campus.
Rating: 3.3

7. There is visible evidence that the institution's respected faculty members are committed to improving retention on campus.
Rating: 2.6

8. Data from campus studies of attrition, retention, and student satisfaction are systematically shared with campus faculty and staff.
Rating: 2.2

9. Data from these studies are routinely used to shape or refine programs or services.
Rating: 2.1

10. The opinions and ideas of faculty and staff are actively solicited in relation to possible retention improvement efforts, activities, or programs.
Rating: 2.3

11. This institution regularly plans for future change rather than always reacting to immediate problems and crises.
Rating: 2.8

12. Persons who will be affected by major institutional changes participate in the decision-making process in a meaningful way.
Rating: 2.5

13. There is a clear expectation that people will work together to solve campus problems.
Rating: 2.8

RETENTION READINESS

The following sections focus on campus philosophy, policies, procedures, activities, and programs. The statements are grouped into sections according to the point at which a student interfaces with the institution: pre-enrollment, enrollment, and re-enrollment.

PRE-ENROLLMENT

14. The institution has systematically reviewed its mission and determined which students it can best serve.
Rating: 3.0

15. There is an observable link between the institution's mission and the students targeted for recruitment by the admissions office.
Rating: 3.8

16. Students are strongly encouraged to participate in a comprehensive orientation program during the spring or summer prior to enrollment.
Rating: 3.8

17. Students who are uncertain about their majors and/or career choices are encouraged to participate in career exploration/planning activities.
Rating: 3.5

18. Standardized assessment data are required of all students and used to make course sectioning/placement decisions.
Rating: 3.5

19. Developmental education/learning skills training is required for students who are academically underprepared.
Rating: 3.8

ENROLLMENT

20. Good classroom teaching is, in theory and in fact, recognized and rewarded as a part of salary determination.
Rating: 2.0

21. Faculty can achieve the rank of full professor and/or obtain tenure solely on the basis of an outstanding teaching record (without a heavy research or publishing record).
Rating: 2.8

22. The frequency and quality of faculty-student interaction on the campus is high.
Rating: 2.8

23. Student evaluation of individual courses are systematically gathered and shared with the faculty for purposes of instructional improvement.
Rating: 3.5

24. There is an effective professional/instructional development program operating on campus.
Rating: 2.4

25. The performance of academic advisors is evaluated in a standard, systematic way.
Rating: 2.4

26. The objectives of the campus advising program have been carefully articulated and responsibility for meeting these objectives has been assigned.
Rating: 3.0

27. Good academic advising is formally recognized and rewarded as part of salary determination.
Rating: 1.5

28. The financial aid office is adequately staffed and trained to process applications as well as to serve as a preliminary/first step counseling contact for students.
Rating: 3.8

29. Systematic training is provided for support staff who come in contact with students.
Rating: 2.6

30. Campus personnel are encouraged to be "intrusive" or "assertive" in their attempts to reach students who appear to need their help.
Rating: 2.5

RE-ENROLLMENT

31. We regularly survey currently enrolled students to determine their future educational/enrollment plans.
Rating: 2.6

32. We regularly collect student opinion and satisfaction data to assess the campus educational environment.
Rating: 2.8

33. There is a clearly defined system for early detection of dropout-prone student behavior.
Rating: 2.0

34. Once early signs of dropout-prone behavior have been noted, an institutional intervention is triggered (i.e. call, visit, or note from advisor, counselor, or faculty member).
Rating: 2.1

35. Exit interviews are systematically encouraged and conducted.
Rating: 1.6

36. Previously enrolled students are provided with periodic reminders of college offerings and information on re-enrollment.
Rating: 2.2

Average freshmen to sophomore attrition rates are listed below by type of institution. On the line next to your type of institution, indicate with a check mark how your freshmen to sophomore attrition rate compares to the national average.

Type of institution	Ave. fresh/soph attrition rate*	Higher	About the same	Lower	Don't know
2-year public	45%	2	3		6
2-year private	37%	1			3
4-year public	34%	1			3
4-year private	30%	1			3

This response is based on:
Actual data 1
Estimated data 3

*Beal and Noel, What Works in Student Retention, ACT, 1980.

Appendix F

Table 1

Sub-Group Oriented
Retention Strategies

Target Group	Strategy	Responsibility
Entire Institution	Series of nine weekly retention discussions, focusing on different aspects of the institution as related to retention; i.e., admissions, orientation, academic advising. Participants included retention committee, faculty/staff working in area of discussion; open to all faculty/staff and students.	Instruction
New freshmen	Meet with trained peer/faculty teams in groups of approximately 15 new students to discuss such things as services on campus, programs, study skills, career planning information, and to develop a peer group relationship with the faculty member and student leader to promote more involvement on campus.	Admissions
Students who attended school in fall but who do not return in spring	Questionnaires mailed to students. Students queried about their reasons for not returning. Students with problems, questions, or comments were followed up by Student Services professional staff.	Institutional Research
All secretarial, clearical, and maintenance staff	A coffee hour and training session to help them understand their impact on students they encounter in their work.	All Divisions
All new freshmen during the fourth week of classes	All freshmen are asked to answer a questionnaire designed to identify academic and/or personal problems. Counseling and/or tutoring are provided for students in need of such service.	Student Development

Sub-Group Oriented Retention Strategies (continued)

Target Group	Strategy	Responsibility
High-risk, first semester freshmen, both young graduates from high school and older, returning students	Formation of the Individual Needs Program--acomprehensive supportive services, strategy involving intensive academic/vocational counseling, tutoring, block programming, performance monitoring, study skills training, and personal attention to bureaucratic problems for the students' first semester at the college.	Student Development

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